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ABSTRACT

In order to ensure the continued quality of education in the University of Wisconsin System (UWS), a study of its future was undertaken. A crucial priority for the future of this system is to maintain the high quality for which it has gained national reputation. Following a fiscal review, the five sections of the report focus on: (1) educational effectiveness (freshmen admission policy, mission, program array, program review, undergraduate credit transfer, VTAE transfer, UWS/VTAE task force, assessment of quality and educational outcomes, and UW centers mission and status); (2) fiscal effectiveness (quality improvement--enrollment management and tuition policy--and physical plant maintenance); (3) equity in education (status of minorities as students, status of minorities as faculty and staff, status of women, and the education of students with disabilities); (4) extending university resources (UWS contributions to Wisconsin's economic development, UWS extension function, and child care services); and (5) leadership, governance, and administration (internal management, management flexibility and efficiency, and management information systems). The appendix provides 30 pages of related resolutions. (SM)

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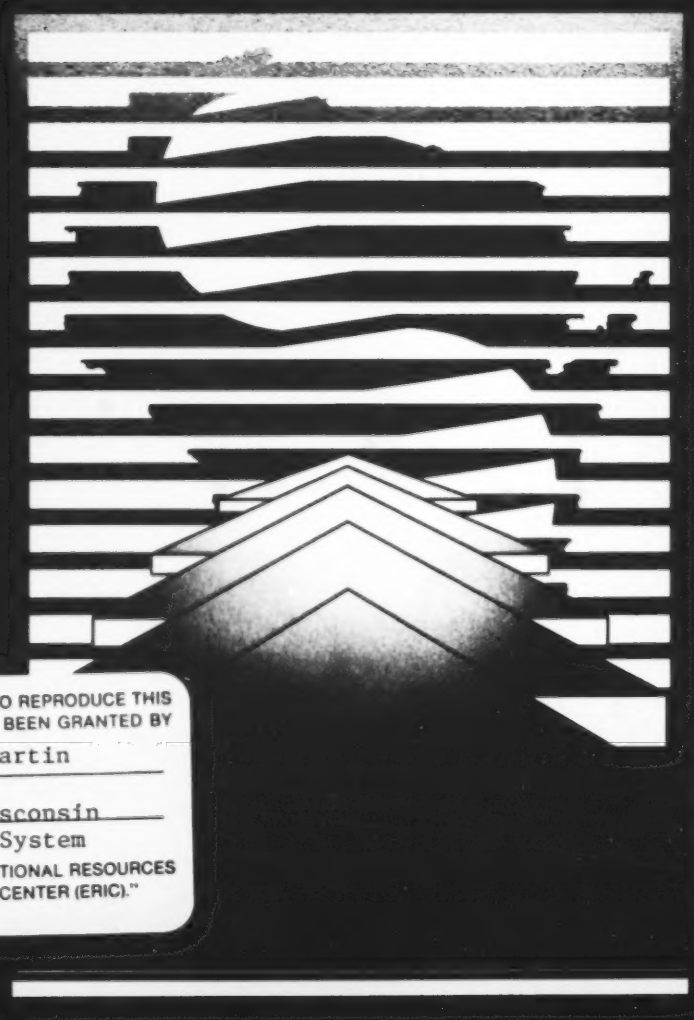
PLANNING THE FUTURE

Report of the Regents on the Future of The University of Wisconsin System

December 1986



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The Board of Regents wishes to acknowledge the contributions of interim Academic Affairs Vice President William Kuepper to the completion of this report.

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NOTE: The Report of the Regent Study Group on the Future of the University of Wisconsin System was formally adopted by the full Board of Regents on December 5, 1986.

DEDICATION

This report is dedicated to Ben R. Lawton, who as President of the Board of Regents in December, 1985 had the foresight to establish the Regent Study Group on the Future of the University of Wisconsin System. His good humor and gentle kindness guided us as we proceeded in our task. His strength and wisdom helped us to complete the study successfully.

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PLANNING THE FUTURE

Report of the Regents on the Future of The University of Wisconsin System

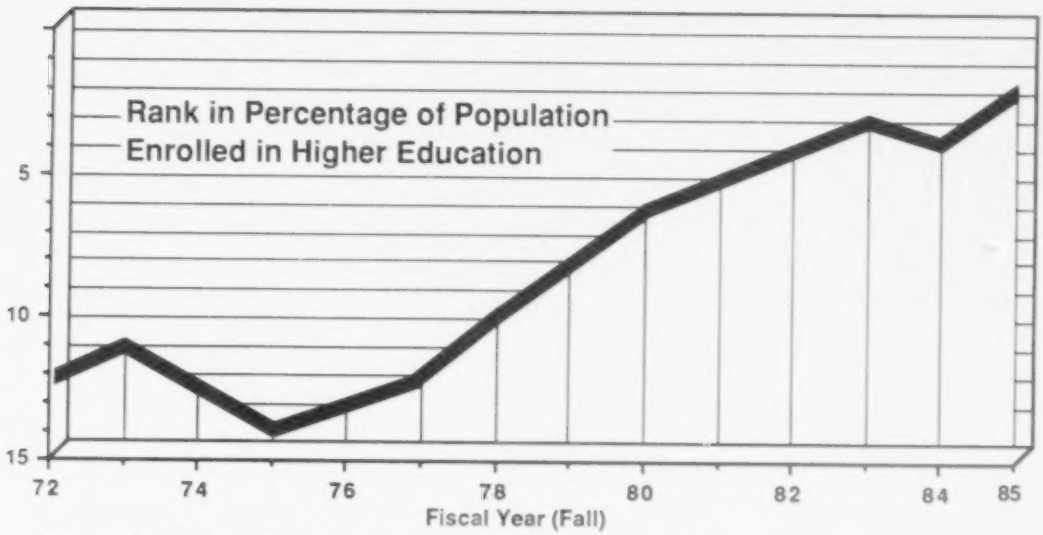
INTRODUCTION

A November 1979 report, "Preparing for a Decade of Enrollment Decline," predicted years of enrollment decline and budget reductions for the University of Wisconsin System. That prediction was half right. The report projected that in 1986 the UW System would enroll 137,289 students. In 1985 the University of Wisconsin System actually enrolled 164,546 students but without proportional fiscal support for these additional students. Prompted in part by the recognition that such divergence of enrollment and funding cannot continue, in January 1986 the Regents of the University of Wisconsin System began a study of the future of the UW System.

The major objective of the study was to find ways to ensure the continued quality of education in the UW System. The agenda for this review included an examination of the following: institutional and system missions, program array, admissions policy, access, appropriate future enrollment levels, economic development, cooperation with the Vocational, Technical and Adult Education System, tuition and fee levels, transferability of credits, appropriate General Purpose Revenue (GPR) funding level, opportunities for minorities, women, disadvantaged and the handicapped, utilization of physical facilities, and management accountability, flexibilities and constraints. This report is a result of that year-long study.

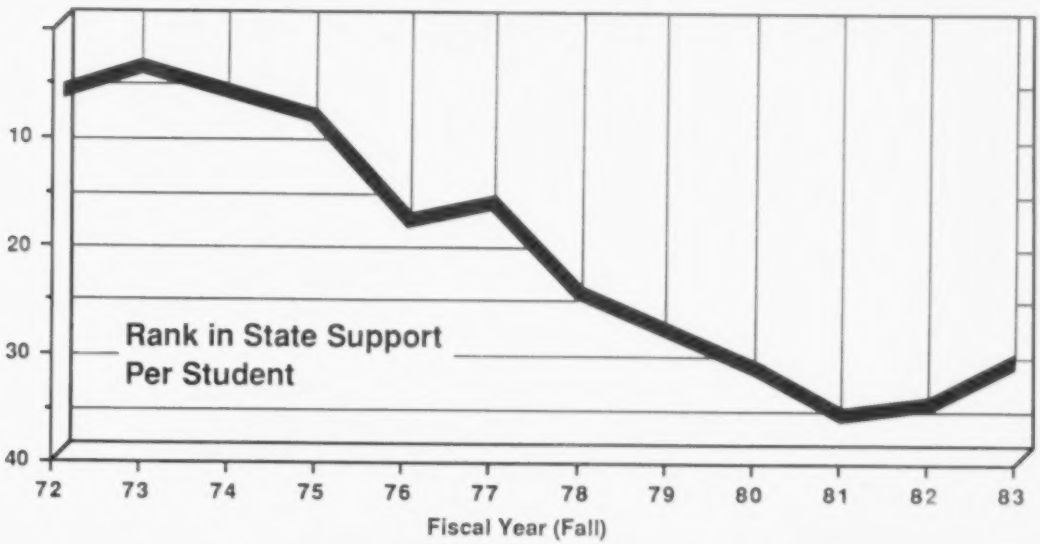
With the implementation of the recommendations of this study, the University of Wisconsin System will be a revitalized and reshaped system. Although the task of planned and orderly change is challenging, it is achievable. It requires first a recognition and acceptance of the realities of the present and then a blueprint for the future; it also requires a reasonable financial commitment from the state—a major investment in quality.

This study reveals that the fiscal and educational realities of the present are complex and demand difficult choices. Traditionally, a high proportion of Wisconsin's citizens complete high school, and a higher than average number of these graduates attend public institutions of higher education. With an increasing rate of participation in public higher education, Wisconsin by 1985-86 ranked second nationally in the percentage of the total state population enrolled in public colleges and universities.



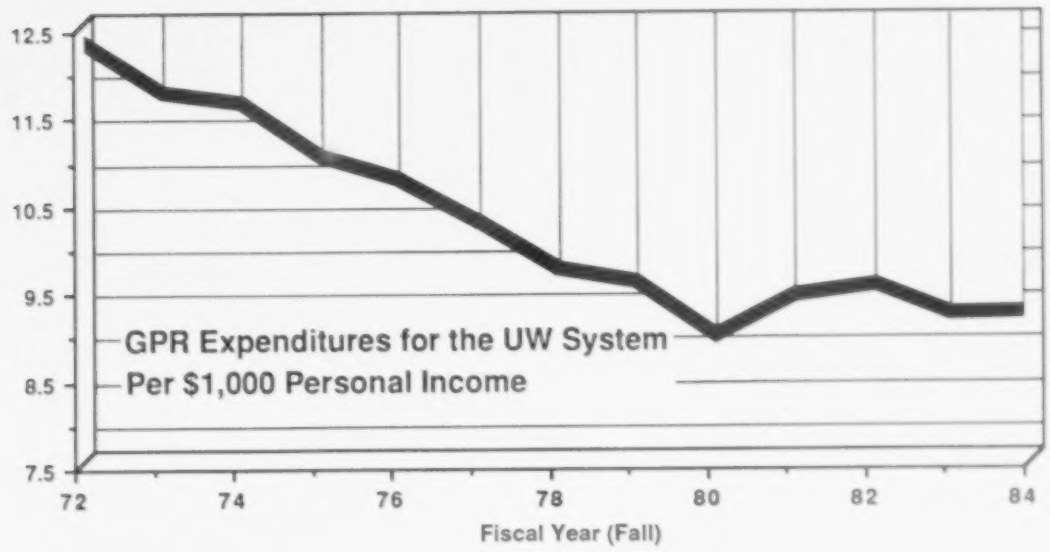
Source: Higher Education Coordinating Board, State of Washington.

Faced with this high demand for public education and limited by other severe fiscal demands, the State of Wisconsin has been unable to fund the University System adequately. In the average public appropriation provided for each student, Wisconsin's rank dropped dramatically from fourth among the fifty states in 1972-73 to thirty-first in 1983-84.



Source: Bureau of Census; NIE; Higher Education Coordinating Board, State of Washington.

By 1983-84 state GPR support for four-year institutions was approximately $600 below the national average per student. Moreover, as the following graph illustrates, the state's support of the UW System per $1,000 of personal income has been decreasing from a high in 1972-73.



Source: Expenditure Data on UW System only from state annual financial reports; Census data on personal income.

These statistics make it quite clear that a major problem for the UW System is how to maintain high quality programs that demand resources, while sustaining access and reasonable student fee levels. The Regents' report demonstrates that after significant educational and operating reforms and a number of major self-help initiatives, the problem of maintaining quality will remain. The UW System cannot reach the modest goal of per student support at the national average without clear commitments from those inside and outside the University to effective policies governing tuition, enrollment and state support.

The most important priority for the future of the University of Wisconsin System must be to maintain the quality for which the University has gained its national reputation. **The University of Wisconsin System plan for maintaining quality education includes savings through effective management of resources and enrollment, a redirection of resources and energies through the regular review of institutional missions and programs, and an acknowledgment that tuition increases, improved state GPR funding, and enrollment reductions will be necessary in order to reach the goals of educational quality and reasonable access.**

Proposing a transformation does not imply that what the University has been doing has been wrong: it suggests rather that the UW System must look ahead to a more complex, interrelated world and find ways to provide the future student with an education for this world. While this blueprint for the future of the University is divided into five major sections (Educational Effectiveness; Fiscal Effectiveness; Educational Equity; Extending University Resources; Leadership, Governance, and Administration), all sections are necessarily interrelated; their interaction will determine the future of the UW System. In addition, each chancellor's view of what his/her institution will be like in the year 2000 can be found in the supplement to this report.

THE FISCAL MAP

Before the reader begins the journey through this plan for the future, it is necessary to present the fiscal map of the present. Resource levels for the UW System have been sliding since 1974 and are now significantly below national and peer averages. As noted above, in 1983-84 GPR appropriations per student (state tax monies) were approximately $600 below the national average, and the System's relative position has deteriorated since that time. A conservative projection indicates that at the current enrollment level an additional $116 million per year would be required to reach parity with the national average of per student support in 1986-87. Over $139 million per year would be needed to reach parity with peer institutions. If the lower figure is the minimum needed to sustain reasonable quality education, if the self-help recommendations presented in this report are implemented, and if the state meets the objective of full funding of catch-up, it is estimated that a quality deficit of $88 million will remain.

Today the University of Wisconsin System is beginning to show signs of cracks in the foundation of its educational quality. The following instructional and institutional problems exemplify areas of particular concern:

- Because of budget cuts and enrollment increases, the number of class sections that can be offered has not kept pace with the growth in student numbers and the demand for new courses. There were 2,079 fewer sections available to students in 1985-86 than in 1979-80, while enrollments increased by 15,000 headcount students during that period. This change has contributed to lengthening to five and a half years the time students take to complete an undergraduate degree. It has also resulted in severely restricting availability of classes. For example, in the fall 1986 term at UW-Madison 1,100 students were turned away from freshmen level courses in sociology and some 600 students could not get basic algebra classes. At UW-Milwaukee the College of Letters and Science denied course admission to thousands of students and the College of Education turned 1,750 students away from classes they wanted.

- Average class sizes have increased and in many fields now threaten to undermine the quality of the undergraduate experience. This is especially true in fields of particular importance to Wisconsin's economy such as business, economics, and foreign languages. The average size of undergraduate lecture sections in the doctoral cluster increased 17% from 1979-80 to 1985-86 and by 10% at the regional comprehensive universities. Moreover, at a time when national reports are calling for increased emphasis on writing skills and greater student participation in the learning process, most of the UW institutions have had to increase class size in composition courses. UW-Stevens Point's Communications 101 program has reduced student presentations 30-40% due to the large number of students in the classes. In other areas, such as technical laboratory courses at UW-Stout, classes designed for 24 students per section now have up to twice as many students.

- As enrollments increased, undergraduate programs have had to rely increasingly on instructional academic staff and teaching assistants. The number of faculty declined between 1979-80 and 1985-86, while non-faculty instructional personnel increased. At the same time, the average number of undergraduate student credit hours per faculty and instructional staff increased 10%.

- Because of a shortage of laboratory equipment and supplies and larger laboratory classes, many laboratory courses for undergraduates have been restricted to faculty demonstrations instead of the needed hands-on instruction. For example, courses in Radiation Biology and Advanced Bacteriology at UW-La Crosse are in jeopardy because the Liquid Scintillation Counter is "dead and cannot be repaired." At UW-Whitewater and UW-Parkside courses in Art and Theater are restricting "hands on" activities. At UW-Oshkosh, many instructors are

reluctant to assign exercises requiring use of the computer mainframe because of long delays in getting material back from an over-loaded computer. Systemwide, the percentage of lower division laboratory sections with 20 or more students increased by 11% from 1979-80 to 1985-86, while the total number of laboratory sections available to students declined by 9.0%.

- Budgets for duplication of classroom materials, audiovisual equipment, laboratory materials, and other instructional supplies are inadequate. Many of these highly specialized materials have had price increases far exceeding the rate of inflation and thus have been particularly hard hit by budget shortfalls. At UW-Eau Claire, for example, they are no longer able to produce audiovisual instructional materials and services to academic departments have been significantly reduced; the outstanding music program has had its extremely important audio services cut by 50%. In four of the university's lecture halls media equipment is not working properly and funds are not available to repair or replace equipment.

- Library hours and inter-library loan services have been reduced to educationally unsound levels. Acquisition of books, periodicals and other materials has declined to a level that threatens the University of Wisconsin System's ability to keep up with current knowledge in many fields. This shortage has affected all institutions from the largest to the smallest. For example, at UW-Madison some 1,000 journal subscriptions have been cancelled, while UW-Superior has had to eliminate some 200 journal subscriptions due to lack of funds.

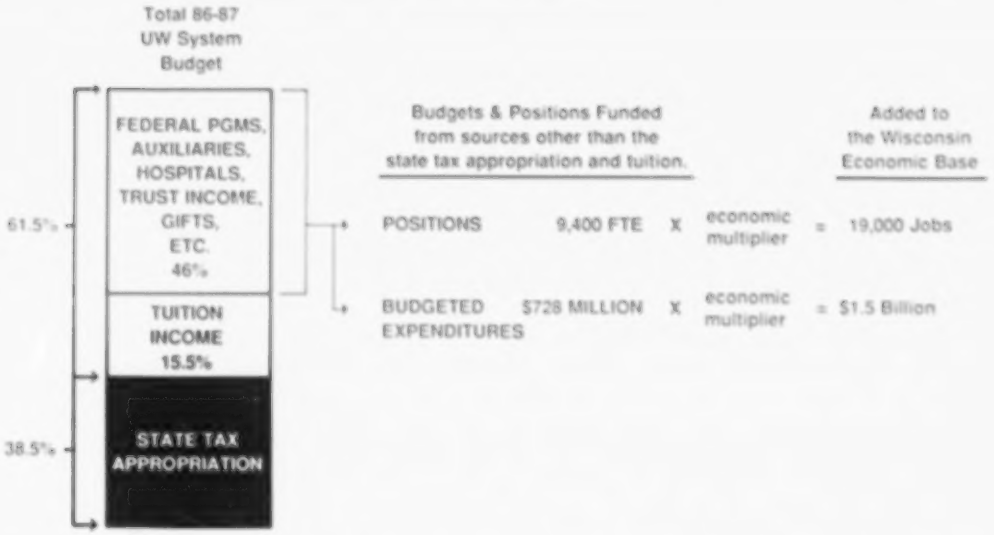
- Significant erosion of administrative and student services budgets has occurred. For example, there are insufficient personnel to provide desired financial aid and academic counseling service; at times, this has contributed to lengthening time to graduation. The UW Centers, for example, have had to reduce their administrative staff by 44%, causing reduced student services. Also, administrative staff reductions have resulted in inadequate provision of support services and delays in responding to requests for information and assistance from state and federal agencies. The UW System now spends 26% less on administration than does its peers.

These kinds of needs are too important to be ignored if Wisconsin's students are to be well prepared for the future. This difficult financial reality has been further complicated by budget reductions such as the $34 million cut this biennium. If the future were to bring additional reductions in state funding, it would force the University to reduce enrollment proportionately. A 5% budget reduction would result in an enrollment reduction of 8,000 FTE students; a 15% budget reduction would mean 24,000 fewer students in the UW System. Such enrollment reductions would merely allow the University to maintain the current level of per-student support which is already below the national average and would be on top of any reductions required to bolster quality. Such reductions would also substantially alter the traditional commitment of Wisconsin to providing educational opportunities for its citizens.

Reducing the state's financial support of the UW System would be shortsighted not only for the future of Wisconsin's citizens but also because it could result in the drying up of non-state funding, a major contribution to the state's economy. In discussing the economic contribution of

the UW System to the state, it is important to remember that 61.5% of the UW System budget comes from sources other than state tax funds. Within the UW System, 9,400 jobs are created with funds from sources other than the state tax appropriation and tuition. These jobs account for expenditures of $728 million (1986-87) in salaries, fringes, supplies and expenses. If a conservative economic multiplier of two is applied, the UW System adds 19,000 jobs—$1.5 billion annually—to Wisconsin's economic base from non-tax monies. If tuition is considered as part of the total UW System economic contribution, $972 million in expenditures produce a $1.944 million addition to Wisconsin's economic base.

UWS Economic Contribution



The Regents and the UW System are immensely concerned about the adverse consequences of the current funding gap in the UW System support per student. The plan that is outlined in this report will help: it will provide for reform and revitalization of the educational mission of the UW System; it will produce cost savings and more effective management. However, reaching the national average support per student will require increases in state GPR support, increases in tuition, enrollment reductions or some combination of these three. The ultimate success of the Regents' plan for the future will depend on the state's willingness to address the UW System's funding problem in partnership with the University to achieve the proper balance among these three factors.

I. EDUCATIONAL EFFECTIVENESS

The University of Wisconsin System reflects the investment the State of Wisconsin has made in public higher education over many decades. The citizens of the state appreciate the cultural and economic value of higher education and want the benefits of educational opportunities for themselves and their children; they also want the university to help them solve problems related to their lives, businesses and communities. The state acknowledges the important social and economic benefits derived from a well educated populace, a corps of highly-trained academic specialists engaging in teaching, organized research, and public service activities, as well as such university facilities as libraries, laboratories and research centers. Moreover, as shifts in the state's economic base take place, there will be an even greater need for an educated citizenry that can contribute to the state's tax base, a citizenry that is technologically, culturally and socially prepared to respond to change. One key to the UW System becoming more effective as an educational institution is maintaining and improving the quality of the faculty and

staff. Revitalization of the University cannot be limited to programs and policies, but must include a revitalization of people. An essential step is to ensure that the UW System retains and attracts the best quality faculty and staff. The Regents must be certain that faculty salaries remain competitive and that the UW System is able to match competition from recruiting peers; the institutions cannot afford to fall behind national and peer compensation levels. The universities must also provide opportunities for revitalization through new programs, including expanded sabbaticals, faculty and staff exchanges, and faculty and staff development programs.

New ideas also come from new people. Several recent national reports make it clear that there will be fierce competition for quality faculty throughout the nation. Estimates from these reports range from a 25% to a 75% turnover of faculty in the next twenty years, producing enormous competition for the best people. The University cannot afford to wait for this to happen. As Ira M. Heyman, Chancellor of the University of California-Berkeley, recently said about acting in 1987 against what the need will be in the 1990s: "I'm trying to get everyone to understand that the future is **now**." The UW System must become involved in this process by developing early and phased retirement plans, special recruiting efforts, particularly for women and minority faculty, and more creative and innovative efforts to provide the best faculty and staff in the future.

At the same time, faculty and staff must responsibly meet the obligations of their profession. They must conform to a professional code of ethics and provide the students with the highest quality education. Rigorous and fair peer review must remain a cornerstone for maintaining quality and professional behavior.

As the University of Wisconsin System moves decisively to improve the quality of faculty and staff, it will remain one of the state's strongest resources for meeting the challenges of the future; but as it responds to demands for educational opportunity, the University itself must change: it must become more effective in its teaching, research and service missions. The following educational policy decisions are essential steps toward the necessary transformations.

Freshman Admission Policy

POLICY DECISION SUMMARY*
#1

The UW System freshman admission policy for fall 1991 will require a minimum of sixteen high school credits from prescribed academic areas, with provisions for special selected students who do not meet these requirements.

The American College Test will be required of all resident freshmen in fall 1989.

A proper admission policy assures an adequate preparation for entering students, assists in the matching of budget support and educational quality, and provides a way to accommodate the needs of the state's diverse population. Regents' policy sets minimum standards and specifies UW System responsibilities. Beyond this each institution establishes additional requirements within the guidelines of the Regents' policy, including program admission standards.

By setting 1991 admission standards above the 1988 high school graduation standards, the university intends to send a message to all parents and potential university students that it expects entering freshmen to be fully prepared to begin university study. This expectation will influence the education and performance of the state's young people in the secondary schools and should, in the long run, assure for these youths greater opportunity and success in the collegiate experience. At the same time, recognizing special cases and special needs, the new standards provide alternate means of admission. Ultimately, the success of these new standards will depend on continuing joint efforts between the University and the public schools in providing proper counseling and academic advice to students and their parents.

**The full wording of all resolutions is included in the Appendix.*

Mission

POLICY DECISION SUMMARY
#2

By January 1, 1988, each institution will work with the UWS Office of Academic Affairs to review and clarify its mission statement and to identify centers of excellence which will become the foci of institutional decision making for the future.

Historically the University of Wisconsin System has maintained a high level of academic quality in its educational programming. The Regents understand that continued and enhanced quality must be achieved with efficiency and accountability. The University must assure Wisconsin citizens, the legislature, and the executive branch of government that within the mission of the UW System and its institutions each academic program is viable and has an adequate resource base.

Mission statements serve as management tools at the institutional and System level; the current mission statements were developed in the early 1970s and, except for minor modifications, have remained essentially unchanged since that time. In fine tuning its mission statement, each UW institution will be asked to identify centers of excellence, areas in which it can legitimately seek to become among the nation's best. This process of further defining an institution's role in relation to its high quality programs will facilitate the development of a clearer sense of identity and will encourage each institution to carve out a special place in the System.

Program Array

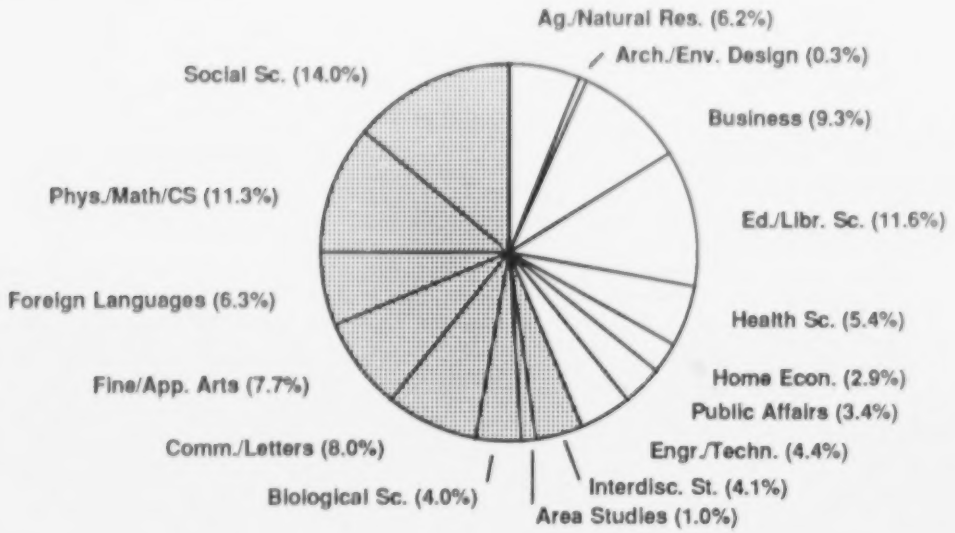
POLICY DECISION SUMMARY
#3

The UWS Office of Academic Affairs will work with the institutions to develop a protocol for identifying and regularly reviewing programs requiring special attention and will also report to the Board of Regents institutional plans for new program initiatives. In consultation with UW System Administration, the faculty and administration of each institution will review the undergraduate programmatic balance between liberal education and professional education and general education requirements and courses.

Program array is a term used to identify the number and distribution of academic degree programs. The program array of the UW System must be managed to maintain quality while providing sufficient numbers of academic programs appropriately distributed across the state. The program array must be responsive to student needs and to the constant growth in knowledge.

Compared to peer institutions in the Midwest, the universities in the UW System do not have extraordinarily large program arrays. The number of programs added since merger has averaged less than one per institution per year, with no net gain in the number of academic programs over that fifteen-year period. Evaluation of program array and program duplication must recognize the need for three kinds of programs: (1) programs in the basic liberal arts and sciences core (illustrated by the shaded areas in the following chart) which typically constitute over half of the undergraduate academic programs at a university; (2) programs that serve important regional needs; and (3) programs which are unique to the institution and attract students statewide.

Undergraduate Programs by Dicipline



Regular reviews of academic program array should assist institutions to maintain a healthy balance between liberal education and professional education and should assure the citizens of the state that students are receiving a strong general education that will prepare them for changing job opportunities of the future. Moreover, an intensive review of new needs and of existing programs requiring special attention will provide the institutions an opportunity to eliminate unproductive or less relevant offerings and to develop others more central to the needs of the future. A significant number of programs will be included in these special academic program reviews.

Program Review

POLICY DECISION SUMMARY
#4

The Board reaffirms the rigorous application of current policies for new academic program development and emphasizes the importance of the faculty in the evaluation of existing academic programs and the internal review process. An annual summary report to the Regents on the evaluation of academic programs is required, use of external reviewers is encouraged, and review of academic support and student service operations are recommended.

Approval of new programs and review of existing programs require processes that balance faculty responsibility and System Administration oversight. The goals of these policies and procedures—maintaining quality, access and diversity in the context of cost c ntrol and accountability—have been substantially met as policies are currently implemented. In the future more attention needs to be paid to potential gaps in program array that should be filled if the institutions are to keep pace with new knowledge.

Internal and external review of new programs, qualitative evaluation of existing academic programs, and expanded reporting of results will assure the citizens of Wisconsin that the UW System will enter the next century with the proper program array to meet the needs of students in an economical and effective manner. In addition, those academic support programs and student services programs which relate most closely to the academic enterprise will also be regularly reviewed. Greater use of external reviewers is encouraged in program reviews. Although these program reviews will require extensive faculty and administrative time, the result will be reformed missions, refined program arrays and improved program quality. The heart of the educational enterprise will be carefully examined and modified and will consequently be leaner and stronger.

Undergraduate Credit Transfer

POLICY DECISION SUMMARY
#5

A student transferring a UW associate degree to a UW university will be considered as having fulfilled the general education distribution requirements of that university. The president, with advice from a systemwide ad hoc committee, will recommend minimum standards for general education requirements for the associate degree.

To facilitate the transfer process, the UWS will establish a systemwide faculty appeals committee, a computerized course equivalency and degree requirement matrix, and will require recording on the transcript of the receiving institution all ***undergraduate*** *credit courses previously completed at another UW institution.*

The undergraduate student body in American higher education is a highly mobile group. During academic year 1984-85, 13,581 undergraduate students transferred to institutions of the UW System, almost 10,000 at the beginning of the fall term. Of these students, 7,469 moved within the system, transferring from one UW university or center to another. When a student transfers, the transcript of courses and credits previously completed is evaluated in the context of the curricular requirements of the new institution and the academic program the student wishes to enter. Some transfer students end up spending additional semesters in college in order to graduate. Some UW Centers students, fearing that the transfer process will cause them to lose credits already earned, seek to minimize that possibility by transferring at the end of their freshman year.

All transfers operate within the Undergraduate Transfer Policy approved in 1973 and revised in 1976 and 1984. The spirit of this policy and of the faculty who implement it is to make the transfer process student-oriented and as easy as possible. The policy encourages each institution to accept in transfer all previous UW System work pertinent to the student's new curriculum and graduation requirements. Given the large number of students who transfer each year, the problems that arise are relatively few. Problems that do occur, however, can be extremely important for individual students and can affect their orderly progress through the academic programs.

Regents' review of transfer issues within the UW System suggests that a more uniform acceptance of the Associate Degree for general education distribution requirements would allow students to keep their transfer options open to a later point in their educational careers, encourage the continuation of students as sophomores at the UW Centers, and facilitate the transfer process at the time of transfer. The Regents' study also suggests that a complete record of college courses recorded on the receiving institution's transcript would reduce students' perception of "lost" credit and would encourage a more complete examination of transfer credits by the receiving institution.

VTAE Transfer

POLICY DECISION SUMMARY
#6

The UW System will review the undergraduate transfer policy, articulation agreements, course equivalencies and other information provided for VTAE transfer students and will continue to encourage information exchange and exploration of expanded transfer agreements between UW System institutions and VTAE districts. Capstone degree programs for vocationally-prepared VTAE graduates will be established on an experimental basis in the UW System.

Transfers from the VTAE System institutions represent between 8% and 10% of each year's transfer students to the UW System. Of that group, 83% come from the VTAE institutions offering authorized college-parallel programs. Periodically, the institutions of the UW System receive requests from a variety of sources to expand opportunities for acceptance of VTAE transfer credit. In response to these concerns, the UW System publishes a brochure explaining the policy to students and distributes to VTAE districts an extensive directory showing hundreds of non-college-parallel courses which can be transferred to specified UW System institutions and programs. For VTAE students who wish to transfer, the UW System also offers other alternative routes such as College Level Examination Program and Extended Degree programs.

The Regents' Undergraduate Transfer Policy has been effective in meeting the needs of VTAE transfer students, while maintaining the distinct missions and statutory limitations of the UW System and the VTAE System. This policy will continue to work best with a spirit of cooperation and rational change. The Regents' study reveals a need to periodically review the issue of VTAE transfers to the UW System and to experiment with new joint efforts.

UWS/VTAE Task Force

POLICY DECISION SUMMARY
#7

By January 1, 1987, a joint UWS-VTAE task force will be created to review non-credit instruction in both systems.

The UW and VTAE Systems will develop a procedure to examine the potential duplication of credit courses and identify means to avoid unnecessary duplication.

In the area of non-credit instruction a number of policies and programs exist that encourage cooperation and coordination of the VTAE and the UW System. These relationships require periodic review to insure that state funds are used effectively. Such a review will provide information on questions of program duplication, mission responsibility and joint programming opportunities in the areas of agriculture/agribusiness, home economics, and business. It will also analyze the effectiveness of the Joint Administrative Committee on Continuing Education.

There is also a need to examine the broader area of credit programming in both the UW System and the VTAE System. Duplication of programs and courses can be avoided or courses eliminated when identified.

Assessment of Quality and Educational Outcomes

POLICY DECISION SUMMARY
#8

UW System Administration will develop with at least five institutions pilot projects for assessment of quality and educational outcomes. At the conclusion of each pilot project, UW System Administration will review the results and recommend how assessment procedures could be incorporated at other institutions in the UW System.

Colleges and universities have traditionally defined quality in terms of the reputation of an institution and its programs, the human and fiscal resources devoted to the venture, and the accomplishments of its graduates. More recently, national interest has focused on measuring specific educational outcomes. Institutions and states are experimenting with "value added" measurement and other testing programs. Accrediting agencies are also exploring ways of measuring outcomes as part of their accreditation reviews.

The UW System has a long tradition of assessment of the results of higher education through evaluation procedures at each campus and at the System level. However, the current national interest in assessing educational outcomes has helped the UW System to compare its evaluation procedures with those advocated by national reports and other states and to seek additional methods of evaluation. It is in this spirit that the Regents encourage the faculty and administration to develop pilot assessment projects to evaluate the newer modes of assessment and to recommend new directions for assessment of educational outcomes.

UW Centers Mission and Status

POLICY DECISION SUMMARY
#9

The Board reaffirms the distinct education and transfer mission of the UW Centers and the locally owned status of the UW Centers' physical plant. Regent policy will be clarified to define more precisely the process for early Board review of city/county plans to extend a UW Center's physical plant. UW Centers are directed to streamline their course offerings by reviewing all courses to ensure that they are appropriate to the freshman and sophomore level; they are also directed to seek additional joint activities with the VTAE. Regents' planning thresholds will be used by the UW Centers' chancellor in biennial reports to the System president to assure that each UW Center is appropriately utilized.

The thirteen UW Centers comprise a two-year liberal arts transfer institution designed to provide broad student access. The traditional division of responsibility between the counties and the UWS is appropriate, with the counties providing the physical facilities and the UW System providing faculty and support for the educational programs. This creative partnership provides education for over 10,000 students who attend the UW Centers under a policy of open admission; the students are almost exclusively Wisconsin residents.

A commuting student at the UW Centers incurs substantially less cost than he or she would if residing on a university campus as a freshman or sophomore. Moreover, since Wisconsin has separate collegiate liberal arts and vocational-technical education systems, in contrast to many states' community college systems which combine these, the UW Centers are the only avenues in their communities for an education which leads to an associate of arts/science degree and transfers to a UW degree-granting institution.

Currently, instructional programs at the sophomore level of all UW Centers have space for additional students without proportionate increases in instructional staff or physical facilities. This existing capacity in the UW Centers is a valuable resource in the Regents' planning for higher education. Effective management suggests that students with UW Centers in their home communities should be encouraged to begin and complete a full two-year education at the UW Centers before transferring. Tuition policies, transfer policies and enrollment management policies elsewhere in this paper are in part designed to promote more efficient use of the UW Centers. The UW Centers will also streamline course offerings to ensure that the course array is appropriate to the UW Centers' mission. As the UW Centers become a more desirable option for students, over-enrolled universities will be able to reduce their size and protect their quality. Proper use of the UW Centers will help the state preserve access to higher education without compromising quality of education within the UW System.

II. FISCAL EFFECTIVENESS

The University System's total thrust toward educational effectiveness includes efforts to enhance the quality of its programs, to achieve a balance between liberal education and professional education and among teaching, research, and service activities, to be selective both in new program development and in review of its program array, to review and fine tune the missions of its institutions, to raise admission requirements, to facilitate the transfer process, to undertake pilot projects for assessing educational outcomes, and to use the UW Centers more effectively and economically. These initiatives play a critical part in improving the total fiscal effectiveness of the UW System. In addition, a series of steps can be implemented that will more directly improve the fiscal productivity of the UW System.

The University recognizes the economic realities of Wisconsin and will do its part to contribute to economic growth and development in the state. The Regents realize that producing a well-educated population is one of the best strategies for turning tax-consuming citizens into taxpaying citizens, thereby improving the state's economic climate. At the same time, the Regents understand the problems confronting the state as the economic base shifts and dislocations take place. The Regents are aware of the relationship between tax capacity and tax effort, and know that additional state support for higher education can only come incrementally over a period of time. They also recognize that they cannot impose the increases in tuition that would be necessary under these conditions to support burgeoning free-market enrollment.

Within the context of these economic conditions, the UW System will develop more effective financial/operating policies to assure that state funds are used carefully and responsibly. The Regents hope these efforts toward fiscal effectiveness and improved management will be matched by state initiatives to remove counter-incentives to good financial management and to improved management flexibility.

Quality Improvement—Enrollment Management and Tuition Policy

POLICY DECISION SUMMARY
#10

When faced with a choice between maintaining educational quality or providing free market access for students, the Regents place priority on quality. Beginning in 1987-88, an enrollment management policy, coordinated with increased state funding and tuition policy, will be designed to achieve national average levels of support per student. The UW institutions will manage their admissions to achieve the goals of this policy, while continuing to provide opportunities for transfer students.

Quality Improvement—Enrollment Management and Tuition Policy

POLICY DECISION SUMMARY
#11

As part of a quality improvement package, tuition policy must include attention to keeping tuition within reach of Wisconsin residents, increasing GPR support per student, increasing state financial aid support for needy students, effecting an enrollment management strategy to increase quality and initiate savings by encouraging enrollments at institutions with additional capacity.

Tuition at the doctoral universities shall be uniform and no higher than the midpoint of public universities in the big ten, with tuition for the comprehensive universities and the UW Centers set at appropriate percentages of the doctoral universities' tuition.

The threat to the quality of the UW System caused by consistent underfunding mandates a coordinated approach that balances enrollment reductions, tuition, and increased state support. **The enrollment management plan provides models for reducing total enrollment and managing enrollment patterns among the institutions.** The model indicates that if enrollment reductions alone were used to solve this underfunding problem, enrollment reductions of 22,000 FTE students from current enrollments would be required.

Tuition policy is to be integrated with the enrollment management policy to assure a level of support necessary to maintain quality. Regents' tuition policy limits tuition at the doctoral institutions to no more than the midpoint of public universities in the Big Ten and sets tuition at the other institutions as a percent of the doctoral universities' charge. If tuition increases were used to raise part of the funding needed to achieve the Regents' goal of support per student at the national average, such an increase would be in addition to tuition increases already required for funding commitments in the next biennium. It is the intent of this policy that increased tuition revenue be used to remedy the underfunding of instruction and instruction-related programs in the UW System and not to reduce GPR appropriations.

The UW System institutions have lower tuition compared to peer institutions. UW-Madison and UW-Milwaukee undergraduate tuition is more than $350 below that of the Big Ten average; the comprehensive universities are approximately $140 below their peers. Raising tuition significantly beyond the limits recommended could create serious economic problems for many students and their families and could turn the UW System into an institution for the affluent. As part of the tuition package the Regents are also recommending increased financial aid for needy students. In the Midwest, only Iowa has a lower average financial aid grant to public university students.

The Regents' quality improvement package provides for a tuition policy which, in combination with state GPR support, increased financial aid for needy students, and enrollment and resource management, will allow the UW System to restore support per student to a level necessary to maintain educational quality, provide for equitable sharing of costs by students and the state, maintain reasonable access for qualified students, and encourage the movement of students toward those universities and centers with additional capacity. Constant review of the three major variables (tuition, GPR support and enrollment) will ensure that the University of Wisconsin System does not fall behind the national average and that quality improvements are maintained.

Physical Plant Maintenance

POLICY DECISION SUMMARY
#12

Acknowledging that a problem exists in providing for adequate maintenance of facilities, the Board reaffirms its responsibility for care and maintenance of facilities and places a high priority on adequate maintenance/custodial needs. The Board also asks for increased flexibility in the use of state budget allocations for maintenance and other program needs.

The physical facilities of the University of Wisconsin System, with a replacement value of over $3.2 billion, represent a significant state investment and are essential to the educational mission of the University. However, the overall physical plant is aging and rapidly deteriorating. Over 40% of University facilities are over thirty years old and 60% exceed twenty years.

The Regents' study reveals that budget support for maintaining existing physical facilities has declined over a period of years and has resulted in a state of "crumbling academe;" during the last three biennia the necessary maintenance and custodial funding and positions have not been provided to operate new facilities. Financial effectiveness requires the recognition that buildings, grounds and equipment are valuable assets which cannot be allowed to deteriorate.

III. EQUITY IN EDUCATION

The future of the UW System must include special efforts to ensure that women, minorities and disabled populations have access to the University and are properly represented among faculty, support staff, and administrators. Past actions by the Board of Regents have established in these areas some of the strongest policies in the nation. Equity policies adopted more than a decade ago include a policy that prohibits discrimination on the basis of sex or race (1973); guidelines for this were adopted by the Board in April 1974 and amended in October 1983.

An equal opportunity and affirmative action policy in employment was adopted February 1975 and amended May 1982. A separate policy on sexual harassment was adopted May 1981, while final review and implementation of recommendations from the Regents' Task Force Report on the Status of Women were completed during the summer of 1985. Special minority student enrollment and graduation goals were adopted in 1976 and revised in 1983. Implementation plans, annual reports to the Board, and evaluations have been an on-going process for minority student programs since 1976.

Without these special efforts and policies, educational opportunity could easily have remained as it was in the 1950s when women, minorities and disabled people were seriously underrepresented in higher education. However, much more needs to be done before true equity in education can be attained.

The Status of Minorities as Students

POLICY DECISION SUMMARY
#13

While reaffirming the 1983 minority enrollment and graduation goals, the Board recognizes that these goals can be reached only if the university works with the public schools in responding to the educational needs of minority students; therefore, long-term efforts should be focused on pre-college programming for underrepresented minorities. Each chancellor will include as part of his/her annual goals statement, a plan for improving the status of minorities.

Special programs to be developed include a pilot freshman tuition award program at five high schools, additional on-campus academic pre-college programming, enlargement of the UW System Minority Information Center, a consortium effort to serve Native American students, and the convening by the UW president and the superintendent of public instruction of a study group to plan state-wide goals and programs. To improve the retention and graduation of underrepresented minority students, the Board will replicate several successful projects in business and teacher education and will establish a systemwide staff position for systematic follow-up on the evaluations of minority student programs.

Recent enrollment of Black, Hispanic and American Indian students in the UW System has followed the national trend of stagnation or decline. Nationally, Black enrollment in four-year institutions declined this past year from 8.4% to 8.0% of the student population; Hispanic enrollment rose from 2.9% to 3.0% and Native American enrollment remained static at .5%. Recent UW System enrollment has also been disappointing. Although Asian enrollment increased from 1.0% to 1.1% of the population from 1984 to 1985, Hispanic and American Indian enrollment remained at .9% and .5% respectively, and Black enrollment declined from 2.2% to 2.1% of the total student population.

Numerous initiatives on the part of the individual universities and the UW System have prevented more extensive erosion of minority participation in the University System. New efforts, funded too recently to show immediate results, include a new Undergraduate Minority Grant program for sophomores, juniors and seniors, new pre-college programming coordinated with Department of Instruction scholarships, special funding of a Retention Demonstration Project, the creation of a Systemwide Minority Information Center in Milwaukee, and a planned Systemwide Institute for Race and Ethnic Studies. The Regents believe these programs will assist the University to meet its goals and help to counter negative effects of poverty, class, and poor early academic preparation.

Systematic evaluations of all minority programs have been completed, and a national consultant was engaged to ensure reasonable objectivity to these reports. These and other reports indicate that progress in the enrollment and graduation of Hispanic, Black, and Native American students will not be achieved quickly or without additional costs and efforts. More significantly, these evaluations emphasize the interdependency of all educational systems in Wisconsin and the influence of society on minority achievement in college. New freshman enrollment in the UW System depends on the aspirations and college readiness developed by students during the K-12 years, on the expectations and moral support of their families and on their later financial capabilities. Enrollment is also affected by recruitment activities of other educational institutions both in and out of state.

Cooperation and mutual support of the universities, families, schools, and community structures throughout the state are essential, for the economic, educational and political implications to a society of a citizenry that becomes increasingly less well educated are great. If decreased participation in education by Hispanic, Black and American Indians continues, a cycle will be created that will be ever more difficult to escape. The University cannot do it all, but the Regents pledge to do their part to sustain educational opportunities for minorities in Wisconsin.

The Status of Minorities as Faculty and Staff

POLICY DECISION SUMMARY
#14

The UW System will work with institutions in developing faculty and staff employment goals to increase the number of Black, Hispanic and Native American faculty and staff. Each UW institution will develop goals consistent with the system's goals. To assist in reaching these goals the following programs will be created: a minority graduate incentive program, a faculty retention project, a UW Systemwide institute for race and ethnic studies, institutional committees on affirmative action for minority faculty and staff, a minority faculty conference that will make recommendations to the president, and a systemwide study group on the status of minority faculty and staff to advise the president.

Employment of Hispanic, Black, and American Indian faculty is more disappointing than minority student enrollment. Non-minorities and Asians represent larger proportions of the faculty, while underrepresented minorities continue to constitute only a small percentage of the faculty. The combined percentage of Black, Hispanic, and Native American faculty was 2.0 percent in 1983-84 and remained at 2.0 percent in 1985-86. The total number of tenured minority faculty is extremely low, with fifty-two Black tenured faculty, forty-five Hispanic, and five Native Americans. The rate of new hires is not improving this situation.

The consequences of allowing such trends to continue are self-evident. Some minority students appear to be less attracted to institutions with a paucity of faculty members from their own ethnic groups. Moreover, faculties themselves are stronger when they reflect ethnic diversity; the positive impact that colleagues of diverse backgrounds can bring to their work facilitates learning, broader understanding, and more meaningful application of knowledge. Universities cannot thrive in a vacuum; they must reflect the changing demographics of the world at large.

The Status of Women

POLICY DECISION SUMMARY
#15

Equal opportunity goals for women will include implementation of all system policies governing equal educational and employment opportunities: to achieve full representation of women among institutional faculties by the year 2000, with an intermediate goal of bringing the percentage of women faculty in the UWS equal to at least the mid-point of peer institutions (especially in academic areas of greatest underrepresentation), and to bring promotion and retention rates of women faculty equal to those of male faculty based on the promotable pool; to increase the number of women in upper-level administrative positions; to assure salary equity and equitable conditions of employment for women in academic staff positions; to implement the recommendations of the Task Force on the Status of Women pertaining to classified staff; and to eliminate the underrepresentation of women student degree recipients in science and technology by the year 2000. To assure full implementation of these goals a number of new activities will be initiated.

In 1985 women students received 49.2% of the bachelors degrees, 51% of the masters and 29.6% of the doctoral degrees awarded by UW System institutions. Women were least represented in the physical sciences and technical areas, with less than 30% of the degrees in these areas awarded to women. This underrepresentation in the science technology area is a major concern to a nation that must compete in an increasingly technological marketplace and where the creative abilities of many of its female citizens are not being fully used.

Women employees continue to be clustered, with 61.4% of the UW System women employees in classified positions, 9.2% in instructional academic staff, 5.3% in executive/administrative/managerial, 14.2% in professional non-faculty and 9.9% in faculty positions.

In 1976-77 women faculty represented 18.2% of all UW System faculty; in 1985-86 women faculty were 19.9% of the total. Nationally in 1983, women filled 27% of college and university faculty positions. Although women are being hired in the UW System at a rate comparable to the number of doctoral degrees awarded to women nationally, women are severely underrepresented in a number of academic areas. Anticipated turnover in faculty positions will provide opportunities for UW institutions to remedy the underrepresentation of women.

The Education of Students with Disabilities

POLICY DECISION SUMMARY
#16

UW System Administration will establish a committee to recommend policy and guidelines to address the need for definitions and procedures to assist the institutions in meeting the requirements of Section 504 of the Federal Rehabilitation Act of 1973, for development of standards for reasonable service for students with disabilities, for uniform policy on institutional responsibility for students not served by Wisconsin's division of vocational rehabilitation, and for identification of funding procedures that more fully respond to the increasing demand for services.

Section 504 of the Federal Rehabilitation Act of 1973 forms the legal mandate for the UW System's accommodation of students with disabilities. Students covered include those with impaired mobility, learning disabilities, impaired vision, impaired hearing, and other disabilities. These students require support services, academic program adjustments, and increased physical accessibility. By April 1983, the UW System had spent a total of $8.4 million on handicapped accessibility improvements and received $2.3 million for the 1983-85 biennium. Yet problems remain in defining and verifying eligible disabilities, meeting "reasonable accommodation" requirements in the law, and record keeping indicating that additional System policy in this area is needed.

IV. EXTENDING UNIVERSITY RESOURCES

The Wisconsin Idea—the concept that the boundaries of the campus are the boundaries of the state—is as alive today as it was in the past. Currently, the fulfillment of the Wisconsin Idea involves all the institutions of the UW System and the faculty/staff in all 72 Wisconsin counties. The University of Wisconsin System continues to be a leader in extending university resources to the people of Wisconsin and the nation.

UW System Contributions to Wisconsin's Economic Development

POLICY DECISION SUMMARY
#17

The Board of Regents reaffirms the university's commitment to assist in the pursuit of the state's economic development goals, and is willing to request funds in partnership with the private sector to provide assistance to businesses and communities for appropriate economic development activities.

Special attention will be given to the recommendations of the Wisconsin Strategic Development Commission, to evolving consortia in technology transfer and business outreach, to continuing efforts with small business offices, and to provision by UW System of information that links UW resources with the needs of individuals and businesses.

UW System institutions have made major contributions and commitments to economic development. Such activities must be carefully balanced with the University's teaching and research responsibilities to ensure that development opportunities are effectively addressed and that such efforts are appropriate to the institutions' missions and resources. Over five hundred organized centers and activities contribute research and services to Wisconsin's economic growth and job creation. The research mission, a strong stimulus to economic growth, attracted over four non-state tax dollars for every state dollar invested in research, with a total expenditure of over $200 million for the research mission in 1984-85.

The UW System and the institutions are giving careful attention to the need to coordinate services in order to avoid duplication of effort. A recent significant development is the creation, by the state's public and private college engineering and technology deans, of the Center for Manufacturing and Productivity. Among the challenges remaining is the need to bring women and minorities into full participation in economic activities in the state and in the UW System.

UW System Extension Function

POLICY DECISION SUMMARY
#18

The Board of Regents reaffirms the importance of the extension function in the future mission of the UW System and calls on the State of Wisconsin to continue its traditional support of continuing education and lifelong learning opportunities, requests the federal government to maintain its historical commitment to the Cooperative Extension Service, invites the City of Milwaukee and its business community to share in the development of a new downtown continuing education center, and supports an expanded role for UW-Extension in the economic development of Wisconsin.

UW-Extension will promote institutional involvement in public policy education, applied research in the areas of economic development, social issues, and environmental concerns. Program coordination, allocation of resources, and budget reductions will be in accord with the priority plans of General Extension and Cooperative Extension and Board of Regents' policy. UW-Extension will assure non-duplication of effort with VTAE activities, and UW-Extension goals and achievement will be reviewed and evaluated in 1992.

The 1982 Board of Regents' Policy on Extension, and the subsequent integration of Extension programs and faculties with the other UW institutions, created a bold new initiative in extension and continuing education. As the twenty-first century approaches, Extension will play a stronger, more important role in extending university resources to the state. This role reflects an expanding population of adults over twenty-five years of age; an increasing number of career changes and the need for professional updating; larger demands for economic and professional development, cultural enhancement, environmental protection, and human service; growing demands of special client groups such as women, the elderly, the handicapped, labor and minorities; and rapid expansion of new knowledge, research and technology that make professional training in many fields obsolete within a few years.

Child Care Services

POLICY DECISION SUMMARY
#19

UW System institutions shall encourage the development of child care services when community child care does not meet the needs of students and faculty and seek to provide reliable sources of funding. All institutions should include, where legally permissible, child care costs when computing student financial aid packages, conduct periodical needs assessments of services, and identify child care allocations separately from segregated fees.

Child care was initially addressed by the University of Wisconsin System *Equal Opportunities in Education Policy* adopted in 1974. The policy, as amended in 1983, reads, "As an alternative to community child care when it does not meet the needs of the institution/unit, each university should set a goal of seeing that top quality, low cost child care and extended child care services, preferably campus based, are available to the children of students, faculty and staff." All universities and two centers now provide some form of child care service.

However, a number of child care issues remain. Uncertain and inadequate funding plagues most child care programs. Cuts in federal funding will adversely affect child care programs, and outside sources of assistance for lower income groups are rapidly disappearing. The current federal student aid regulations allow educational institutions to ignore child care expenses in determining student need. Facilities housing child care services need attention at some institutions. Moreover, the need for child care services is likely to increase in the future.

The UW System must pay special attention to the categories of women who are at risk, economically and hence educationally, to increase their opportunities for educational achievement and economic self-sufficiency. Programs that address their special needs, including child care, can assist them in breaking the cycle of poverty that captures a disproportionately large number of single female heads of households.

The goal of providing high quality, low cost child care services to the children of UW System students, faculty and staff will remain a strong goal. Additional policies in this area will provide long-lasting benefits to the students, faculty, staff and to society.

V. LEADERSHIP, GOVERNANCE, AND ADMINISTRATION

Reforming and reshaping the UW System will result in a more ordered system with better quality programs and more economic efficiency. Reform, however, will be difficult to accomplish without significant changes in the state's approach to management and funding. The University needs the flexibility and the responsibility to manage. Modern universities and university systems are complex organizations that require application of modern management methods, including appropriate delegation of authority and responsibility with accountability for performance and outcomes. The current climate of disincentives must become a climate of

incentives and responsibility. Only in such a climate can meaningful improvement in the quality of education be made. If this change takes place and the University is allowed to control its own budget and programs, then the UW System can move quickly to strengthen its management.

Internal Management

POLICY DECISION SUMMARY
#20

Annually, the president of the UW System will prepare for Board of Regents review a statement of goals for the upcoming year and an evaluation of the past year's efforts. The president of the UW System will conduct a similar annual evaluation of chancellors. A Board of Regents manual will be developed to assist Board members in their orientation to the UW System and to Board authority and responsibilities.

Responsibility begins at the top. Setting goals and being accountable for achieving these objectives are necessary for the proper administration of the UW System. It should be recognized, however, that the UW System compares very favorably with other institutions in the proportion of its budget devoted to administrative costs. In fact, the UW System budgets 26% less than its peers on administration. Given this modest administrative budget, emphasis must be on improving effectiveness within the current administrative investment. A formal evaluation system for the chief administrators of the System and its institutions, combined with appropriate delegating of operational responsibility to institutions, will help establish a process of management and evaluation that should improve the University's internal management.

Management Flexibility and Efficiency

POLICY DECISION SUMMARY
#21

The Governor's Task Force on UW Management Flexibility is urged to support simplification of policies and procedures and amendment of statutes that result in unnecessary cost and control and thus to delegate to the Board of Regents responsibility for management of the university.

To make the changes enumerated in this report will require a degree of management control not now possessed by UW System administrators. This report is result oriented, but getting the utmost from scarce resources is not possible without appropriate management flexibility. This reality has been recognized by a number of states across the nation which have recently challenged the old pattern of regulation and budget control and have moved to replace accountability for operating details with accountability for results. The State of Wisconsin should take necessary steps to allow the UW System's professional managers to be responsible for the efficient and effective management of the state's largest single enterprise. Unproductive regulation of university operations absorbs time and resources which should more appropriately be employed in the delivery of educational services.

The Governor's Task Force on UW System Management Flexibility is examining this important issue. The Regents support its work and urge it to consider the following means of providing more flexibility: delegation of check-writing authority to authorized university officials for payment of invoices; simplification of bidding procedures for purchases under $10,000 and amendment of purchasing regulations for purchases of $500 or less; permission for the

UW System to carry over into the next fiscal year an amount not to exceed 3% of its current year GPR budget; incentives for the university to generate utilities savings; authority for the UW System to expend program revenue when received for operation of the programs supported by these non-tax monies; removal of all unclassified university personnel from state position control; amendment of the statutes to remove the dollar limitation for graduate nonresident fee remissions; repeal of Section 35.46 of the statutes to return to the University responsibility for auxiliary reserve balances, accumulations and management of fees, and rescission of the section of the 1985-87 Biennial Budget Repair Bill which separates the appropriation for the UW System Administration in a separate budget line.

Management Information Systems

POLICY DECISION SUMMARY
#22

A Management Information Systems Strategic Planning Committee will be created and, assisted by a technical working group, will develop a comprehensive, coordinated plan to manage the UW information systems. The plan will include System Administration review and approval of all major management information systems projects and a systemwide exchange of information to promote sharing of software, strategies, techniques and systems.

An efficient management information system is essential to responsible management of the UW System. The current structure of management information processing and delivery systems has evolved over the last fifteen years. Currently, there is one administrative data processing center for each university and System Administration. UW Centers and UW-Extension have data processing resources made available through agreements with System Administration and UW-Madison. During the period since merger, substantial efforts have been made to develop and coordinate central data systems, to establish policies, and to meet institutional and System needs. The UW System Committee on Information Processing Systems has contributed toward planning and development. However, long term efficiencies will require additional planned change and growth in data and computing networks.

A strategic plan is needed to guide decisions within the UW System, including the assessment of the management information systems environment, identification of strategies for change, funding plans, and mechanisms for management of the plan. A modern system will not be inexpensive, but it is essential to improved and contemporary management efficiency.

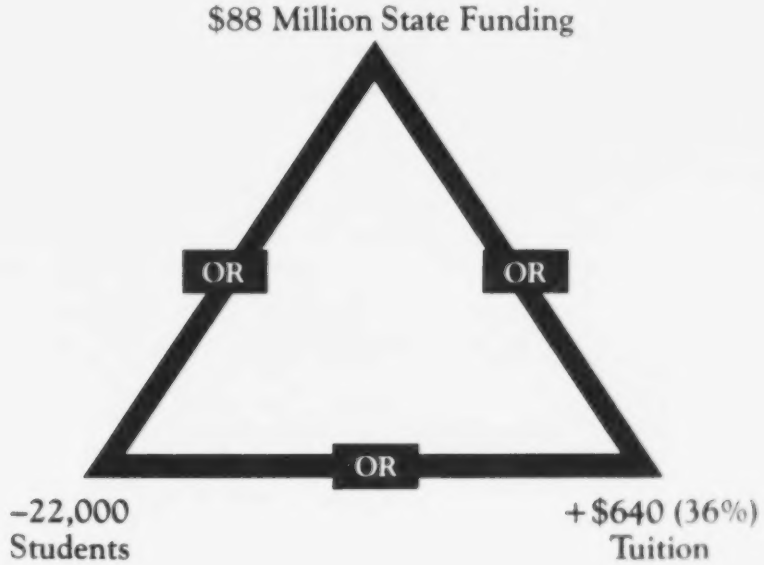
CONCLUSION

Any approach to bringing the UW System into the future as a stronger, more productive educational enterprise involves perspective and a variety of personal visions. The Regents' plan for revitalization and reform will produce a better System in an orderly and reasonable manner; however, a note of modesty is appropriate, illustrated by the conversation between Alice and the Dormouse in Lewis Carroll's story.

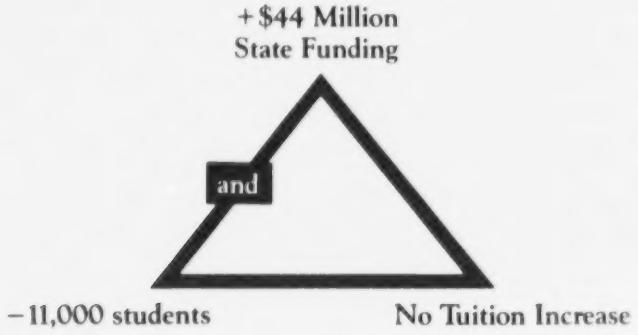
"I wish you wouldn't squeeze so," said the Dormouse, who was sitting next to her. "I can hardly breathe."
"I can't help it," said Alice very meekly, "I'm growing."
"You've no right to grow here," said the Dormouse.
"Don't talk nonsense," said Alice more boldly, "you know you're growing too."
"Yes, but I grow at a reasonable pace," said the Dormouse, "not in that ridiculous fashion."

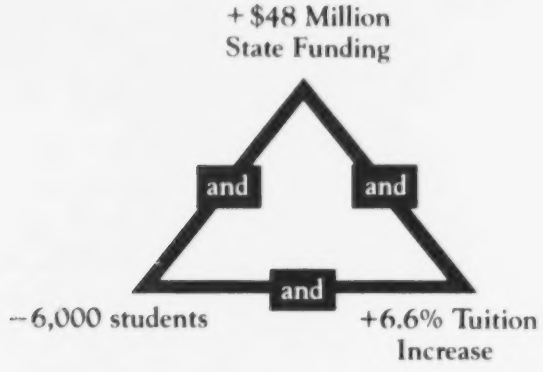
Change, whether it be growth or simply rearrangement, produces uncertainty and anxiety. The transformation of the UW System will produce such anxiety; many will think that others are changing at an **unreasonable pace** while they themselves grow and change **reasonably**. There is no doubt that the fundamental and wide-ranging policy decisions in this report, requiring hundreds of actions, will reform and significantly change the UW System. These modifications are challenging and demand hard choices in all areas of the University. However, when all changes have been implemented, the UW System will have stronger leadership and more effective management; the educational enterprise will be streamlined and more productive, with quality improvements that will affect students, faculty, and staff; more minorities and women will be part of the University and will be better served; the institutions will reach out to people in Wisconsin, assisting the state's economy and working more closely with other educational systems; and the UW System will initiate actions that will produce financial savings and fiscal efficiencies. **The reality remains, however, that critical public policy decisions will have to be made outside of the University of Wisconsin System.** The UW System is currently underfunded by $116 million increase per year; $28 million can be recovered by the self-help plan detailed in the report and by the state meeting certain cost-to-continue obligations. For minimal quality improvement the UW System must reach the national average of per student support by recovering the equivalent of an additional $88 million per year. There are three means by which this can be accomplished: increasing state GPR support; increasing tuition; reducing enrollment. If each were employed alone, an $88 million per year increase would be necessary in state GPR funding; **or** tuition would need to be increased by an average of 36%; **or** enrollment would need to be reduced by 22,000 FTE students.

These alternatives can be illustrated by this triangle:



Other solutions would require various combinations of these three elements. For example, if the funding gap were rectified through a split between state funding and enrollment reductions, without increases in tuition, then the necessary GPR increase would be $44 million, and the needed enrollment reduction would be 11,000 students. **Or**, the $88 million problem can be solved by $16 million in tuition (6.6% adjustment), $48 million per year GPR increases and $25 million through phased enrollment reductions of approximately 6,000 FTE students.





All of these options and many more are possible. Prudence dictates acknowledgment that all must pay for quality—students, their parents, taxpayers, and, thus, some combination of these factors will be required. A reasonable increase in UW-Madison and UW-Milwaukee tuition to the midpoint of the Big Ten public universities with tuition at the other UW institutions set at an appropriate percentage of the UW-Madison/UW-Milwaukee tuition, plus some enrollment reduction, will make the problem more manageable and acceptable. Determining the proper combination of these three factors is one of the most important policy decisions the state will be making in the years ahead.

The Regents and the UW System are eager to meet the challenge of the future through a realistic plan to meet educational needs and to close the funding gap, but if meaningful change is to result from this plan, the Regents will need the support of the citizens of the state; university faculty, staff, administrators and students; the legislative and executive branches of government; and the business and labor community. We urge this support to assure that the UW System will move toward the twenty-first century from a position of strength, educating Wisconsin citizens fully and effectively.

PLANNING THE FUTURE

Appendix

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Resolutions 1-3 are procedural and relate to the operation of the Study Group. They are not included in this appendix.

Transfer of Credit, including Uniform Acceptance of Associate Degree for General Education Distribution Breadth Requirements

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 4: It is the goal of the Board of Regents that a student who has earned an associate degree from an institution in the UW System and who transfers to a university of the UW System will be considered as having fulfilled the general education distribution or breadth requirements of that university; competency requirements or levels of proficiency (e.g., composition, mathematics, foreign language) are viewed as distinct requirements for purposes of this resolution and will be required of transfer students as well as resident students; transfer students may be required to take general education courses normally required of junior and senior students in the last two years of their university experience.

The President shall appoint an ad hoc advisory committee consisting of faculty, academic administrators and students from across the System to recommend minimum standards for general education requirements for the associate degree; after receiving the committee's report, the President will recommend to the Board a systemwide policy on general education requirements for the associate degree; these standards shall include appropriate definitions, minimum breadth requirements by academic area, and other requirements as needed to assure understanding of the degree and its transferability. The Advisory Committee shall report to the President by June 1, 1987, and the President shall propose a systemwide policy to the Board.

To further facilitate the transfer of credit, the following steps will be taken:

In order to assure that full and careful consideration be given to the proper acceptance of courses for transfer, a systemwide faculty appeals committee will be established to assist students experiencing unresolved difficulties in the transfer process. This appeal process would be for appeals not resolved at the institutional level. The appeals committee will make recommendations to the Vice President for Academic Affairs.

System Administration will seek funds for the development and maintenance of a computerized course equivalency and degree requirement matrix; this computerized matrix will be the official course equivalency and degree requirement table and will be accessible to students and staff. The UW System Office of Academic Affairs, with the assistance of a systemwide committee, will be responsible for maintenance of the matrix. The UW System Office of Academic Affairs will continue to monitor system transfer policies.

Recording of credits on transferring students' transcripts

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 5: When a student transfers within the UW System, the record of all undergraduate credit courses taken by the student at UW institutions previously attended should be placed on the transcript of the receiving institution. The credits should be evaluated by that institution to determine which will apply to the major requirements, the general education distribution breadth requirements (for students not presenting an associate degree), competency requirements, or the graduation requirements of the specific program in which the student is enrolled. Those credits which are not applicable to the requirements of the specific program should be noted on the transcript. If the student subsequently changes to another academic program or another UW institution, all credits will again be evaluated, in the context of the requirements of the new program.

Transfer of credits from VTAE institutions

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 6: The Regents' Undergraduate Transfer Policy should be continued, with the expectations that the institutions will:

- review transfer policies and procedures, to ensure adherence to both the letter and the spirit of the Regents' Undergraduate Transfer Policy;
- review articulation agreements, course equivalencies, and the information provided for students to ensure that materials for adequate academic counseling be available to all students to aid in their planning; and
- encourage continuing information exchange and exploration of expanded transfer agreements through the JACAP and between UW System institutions and VTAE districts, while maintaining the separate missions.

On an experimental basis, capstone degree programs should be established in the UW System for vocationally-prepared VTAE graduates. Capstone degree programs will proceed through the established process for academic program approval and review.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 7:

1. The distinct collegiate education and transfer mission of the Centers is reaffirmed, consistent with (a) the state's historic separation of the Centers and VTAE district programs, (b) its distinct function in providing access to higher education in Wisconsin, and (c) the opportunity to use the Centers as one response to the expanding needs for student financial aid.

2. The locally-owned status of the Centers' physical plant is reaffirmed to ensure continuation of the partnership that the localities entered with the state and the joint planning involved in that partnership. Specifically, the UW System has agreed to provide faculty and support for the educational programs in each center on the condition that the real estate is locally owned.

3. Regent policy should be clarified to define more clearly the process requiring an early Board review and approval of any city/county plans to expand a center's physical plant where such expansion might have staffing, programmatic, equipment funding or operating budget implications for the UW System.

4. To improve opportunities for students to remain at the Centers for their education whenever practical through their sophomore year and to be consistent with the findings and recommendations on credit transfer in Discussion Paper #1 and its informational supplement, the administrations of the universities and Centers are directed to work with their faculties to review all courses to ensure that only courses appropriate either as part of a general education requirement or in a student's sophomore year in the student's field of future study are taught in the Centers. This effort should allow the Centers to streamline their course offerings as well as facilitate credit transfers. Further, to this end, the Centers' Chancellor is directed to work with Center faculty to focus course offerings on needs at the freshmen/sophomore level, thereby avoiding offering courses normally taken by juniors/seniors.

5. The State Board of Vocational, Technical and Adult Education, the UW Chancellors and the System Office of Academic Affairs are commended for their on-going efforts to foster joint offerings responding to needs below the baccalaureate level, and the UW System representatives are directed to work with VTAE to explore the possibility of designing additional educational options to serve students who should not or cannot transfer to a university, to prepare them for a changing labor market.

6. System Administration is directed to assist the Chancellor of the Centers in evaluating alternative educational technologies and formulating a plan supporting more effective, efficient delivery of educational offerings, including essential courses where low enrollments now pose relatively high costs.

Resolution SG 7:
(continued)

7. The Regents emphasize the goal of ensuring a viable educational program as a basis for operating each center and reaffirm the Board's earlier actions in adopting planning thresholds (250 FTE students and a cost index of 120% of the Centers' average cost) to be used by the Chancellor biennially in reporting to the System President on the status of and special planning requirements for individual centers. These planning thresholds are to be indicators of the need for special review and not automatic mandates for precipitous action. Other relevant considerations are: location of the campus in relation to other campuses; full-time/part-time student mix; transfer rates; and the general relationship among size, cost and quality.

8. The Regents state their willingness to work with the communities to consider at any time alternative educational uses of any excess space in a center. Such uses should be compatible with the Centers' mission.

UW System Freshman Admissions Policy

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 8: The Board of Regents should amend its UW System Freshman Admissions Policy to require a minimum of sixteen high school credits. At least 14 academic credits, which may be distributed in any manner, must be from: English (including speech), mathematics, social science, natural science, and foreign language; two additional credits in the above areas and/or in the arts, computer science, or other academic areas are required. A high school credit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.

The requirements for applicants without a high school diploma should be modified to indicate that, "an applicant who has not graduated from a recognized high school must provide evidence of ability to begin college work. Such evidence may include General Education Development test scores or a high school equivalency examination or other established criteria, transcripts of course work completed in high school, high school rank-in-class before leaving, written recommendations, ACT/SAT scores, or other evidence deemed appropriate by the university. High school equivalency applicants may not normally be enrolled unless they are a minimum of two years past their expected date of high school graduation."

Any institution may conditionally or fully admit applicants who lack the stated requirements but are deemed to merit special consideration.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 9:

Historically the University of Wisconsin, supported by the citizens of the State, has maintained a high level of academic quality in its educational programming and has provided both geographic and educational access. The Board of Regents reaffirms its commitment to quality academic programming, the principle of geographic and educational access and shared governance.

The goals of quality and access, however, must be achieved within the context of efficiency and accountability; for that reason the UWS must assure the citizens of the state, the legislature, and the executive branch of government that within the mission of the UW System and its institutions the academic program array is reflective of that mission, that each of the academic programs offered has an adequate resource base, is a viable program and is considered to be an integral part of the thrust(s) of the particular institution. In the continuing process of academic program development and academic program evaluation, attention must be paid to the importance of a broad-based liberal education at the undergraduate level, and the educational tools, philosophy, and orientation needed to succeed in a world which will continue to be subject to dynamic change.

Within the broad area of academic program arrays, missions, and program development and evaluation, the Board of Regents should:

A. Direct each of the institutions and the UWS Office of Academic Affairs to undertake an analysis of current missions for the purpose of (1) identifying and establishing appropriate areas or centers of excellence which will become the foci for institutional decision making for future program development; (2) identifying potential modifications to missions which result from this analysis; and (3) submitting to System Administration proposed changes in the mission statement by January 1, 1988.

B. Confirm the importance of an undergraduate programmatic balance between liberal education and professional education appropriate to the institutional mission and direct the faculty and administration of each institution in consultation with UW System Administration to review the current balance and take corrective action as required.

C. Confirm the importance of a strong general education core appropriate to the academic programs at every institution in the UW System. Direct the faculty at each institution to review regularly their general education requirements and the adequacy of the courses offered to meet those requirements and to report to System Administration and the Regents that such reviews have taken place at regular intervals. The first reviews shall be completed by May 1988.

Resolution SG 9:
(continued)

D. The fiscal constraints facing the System require increased attention by System Administration and the institutions to the question of the relevancy of program array to institutional mission and educational need. Therefore, in order to assure program quality and to assure that programs no longer considered to be relevant to societal need or compatible with institutional priorities are discontinued, direct the UWS Office of Academic Affairs to work with the institutions in developing a protocol which will be used to identify and review programs requiring special attention, such as programs with consistently low enrollment, programs with inordinately high costs, programs with quality problems, and outdated programs which no longer are central to institutional goals.

E. Recognize the academically crippling effect that inadequate responses to new and developing fields of knowledge through new academic program development can have; therefore, direct the Office of Academic Affairs to consult with the institutions and periodically report to the Board of Regents concerning areas in which new initiatives are being considered, the relationship to institutional areas of excellence or other institutional goals, and challenges associated with the implementation of the initiatives.

F. Direct that the established policies and procedures and criteria used in the development and approval of new academic programs continue to be rigorously applied; and that new academic program development be consistent with mission and institutional areas of excellence and should respond to the continuing growth of new knowledge and the preparation of students for a rapidly changing world.

G. Reaffirm the primacy of the faculty in the qualitative evaluation of existing academic programs and the importance of the internal review process; therefore in order to strengthen the process, require an annual summary report to the Regents on the outcomes of institutional program reviews; encourage the use of external reviewers where appropriate; and suggest that program review procedures be established for the review of academic support and student service operations.

Enrollment Capacity Management

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 10:

1. The Regents recognize Wisconsin's strong tradition of providing access to qualified students at the campus of their choice, but are aware also of the increasing necessity of universities and their colleges, schools and departments to limit enrollment to maintain educational quality within budgetary constraints.

2. The Regents take special note of the increasing rate of enrollment of the traditional college-age pool in programs of the UW System, and the projected gap between future unrestrained enrollments and budget-related enrollment capacity.

3. When faced with a choice between maintaining educational quality within budgetary constraints or providing access for students to particular institutions, the Regents place priority on quality. The Regents will promote the most effective use of existing program capacity to better serve students throughout the University of Wisconsin System.

4. An enrollment management policy designed to move toward national and peer support levels, as described in the paper on Enrollment Capacity Management, should be phased in by the UW System President, in consultation with the Chancellors, beginning in 1987-88. The policy should be updated as deemed appropriate by the President and applied in program and fiscal planning.

5. In implementing the enrollment capacity management policy, the Regents expect that the institutions will manage their admissions to achieve established enrollment capacities consistent with highly valued educational principles, including the high priority objective of providing educational opportunities for minority/disadvantaged students. The institutions' admissions policies should continue to provide opportunities for transfer students consistent with the most effective use of existing program capacity throughout the UW System. The President will make resource management recommendations to the Board of Regents consistent with the policy.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 11: The Regents Study Group concludes that the assessment of educational outcomes is an important factor in the improvement of the universities of the UW System. Ideal measures of educational outcomes would

1. respect educational diversity.
2. provide positive incentives for change.
3. provide multiple indicators of educational outcomes.
4. involve faculty and staff in the design and interpretation of the measures.
5. consult with students on the purposes and processes of the measures used in assessment.
6. be useful to those who decide on the purpose and direction of the institution.

In order to initiate a comprehensive assessment program for the universities of the System, the Board of Regents directs UW System Administration to develop pilot projects for the 1987-89 biennium and beyond that would select, on a competitive basis, at least five units within the System in order to establish a complete program of assessment for each selected unit. Each unit would be selected on its willingness to participate, on its suitability as a model for other university units, and as a representative of a particular problem involving assessment. The units accepted for inclusion in the pilot project would be expected to work toward a comprehensive program of assessment including measurement of educational progress, share the results of their experiences with the university community and the Board of Regents, and participate with the other units in the project in discussions with UW System Administration and aid UW System Administration in evaluating the usefulness of assessment.

At the conclusion of the pilot project, UW System Administration shall review the results of the projects and recommend how assessment procedures could be incorporated at all institutions in the UW System.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 12: In an effort to raise the level of awareness regarding physical plant maintenance needs and provide a general framework for the UW System Administration to use in implementing a program to address those maintenance needs on a continuing basis, the University of Wisconsin System Board of Regents:

1. reaffirms its responsibility for care and maintenance of facilities;
2. acknowledges that a problem exists in providing for adequate maintenance of facilities as a result of the general decline in overall budget support for the UW System;
3. conveys to the Governor and the Legislature its concerns for preservation of the state's investment in in the UW System facilities provided for the UW System and all other state programs;
4. supports as a high priority inclusion of adequate and substantial maintenance funding for UW System facilities in the capital budget;
5. endorses increased operating budget support for maintenance/custodial needs when new space is opened and when space is remodeled; and expresses its concern that for the last three biennia the necessary maintenance and custodial funding and positions have not been provided to operate new facilities which have been constructed; and
6. recommends that increased flexibility be granted in the use of state budget allocations so that maintenance and other program needs may be addressed when the opportunity arises. For example:

   A. Provide for the UW System to supervise the design and construction of UW System building projects, since those Department of Administration-provided services are now charged in full against all UW System projects;

   B. Provide the capability for contracting with private vendors for custodial and maintenance services if the budget does not provide for increased staffing to meet these needs;

   C. Raise the project budget level that requires State Building Commission approval from the present level of $30,000 and provide that this level be adjusted for inflation automatically at regular intervals;

   D. Raise the threshold level at which building projects must be enumerated from the present level of $250,000 and provide that this level be adjusted for inflation automatically at regular intervals.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 13:

1. The Board of Regents reaffirms the University of Wisconsin System's commitment to assist in the pursuit of the State's economic development goals. To accomplish this, it is important that the UW System's institutions appropriately incorporate economic development outreach initiatives within their missions of teaching, research, and public service.

2. The UW System encourages its faculty to provide assistance to the businesses and communities of the state through research, consulting, and extension service, under established institutional policies. University-business and university-community partnerships are viewed as appropriate and useful vehicles for this purpose. The University System is willing to approach the Governor and Legislature in partnership with the private sector to request funds for appropriate economic development activities on a resource matching basis. Among the priorities for state funding increases for economic development initiatives through the UW System, consideration should be given to:

   A. creation of an ongoing Wisconsin Economic Development Fund within the UW System's appropriations to enable the state to provide a fast-track response to opportunities for research and development through partnerships with industry and/or the federal government in situations where state matching funds are necessary; and

   B. creation of a Challenge Fund to support on a matching basis with business and industry at least ten Distinguished Professorships as recommended by the Strategic Development Commission to retain and recruit faculty with expertise in areas of teaching and research essential to the economic development of the state; and

   C. implementation of university-related recommendations of the Governor's Task Force on Biotechnology.

3. The recommendations of the Wisconsin Strategic Development Commission are useful in focusing the System's economic development efforts. Specific emphasis should be given to such activities as strengthening business and engineering programs, university-industry partnerships, small business incubators, release time for research on topics and issues of importance to the Wisconsin economy, the endowment of faculty chairs, and technology transfer.

4. Given the need for orderly planning, special projects or new initiatives not associated with existing centers or programs and requiring the commitment of significant increases in resources for the university should be submitted to the Board of Regents for appropriate review and prior approval.

Resolution SG 13:
(continued)

5. The UW System Board of Regents requests periodic reports on the status and contributions of institutionally-affiliated industrial development institutes, technology transfer centers and research parks as a way of better understanding and communicating these contributions to the state's economic base. In preparing these reports, the UW System shall detail progress in advancing women and minorities in Wisconsin's economic future.

6. The Board of Regents directs System Administration to provide timely information through publications such as the Directory of Resources for Business and Industry and encourages other activities to link UW System economic development resources with the needs of individuals and businesses in the state.

7. The diverse economic development needs of various regions of the state make it unlikely that a single institution will be able to meet all needs in a particular region. The Regents support evolving consortia in technology transfer and business outreach and encourage further interinstitutional cooperation and multidisciplinary approaches as effective means of identifying and responding to such needs and avoiding unnecessary duplication.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 14:

The April 9, 1982 Board of Regents Policy on Extension marked the culmination of several years of study related to the extension function of the UW System. With enactment of its policy in 1982, the Board reaffirmed its long-standing commitment to the Wisconsin Idea and embarked on a period of restructuring related to the roles of UW-Extension and the other UW institutions. Extension programs and faculty/staff were integrated with centers and the comprehensive institutions in 1984, and integration with the two doctoral universities took place on July 1, 1985.

The current model for the UW System extension function, with its statewide coordinating role for UW-Extension and the integration of extension programs with other UW institutions, is unique in higher education. This model allows for the full use of the resources of all of the UW System institutions to meet the needs of Wisconsin people and communities.

The test of its future success will be the degree to which the Wisconsin Idea is well served by all parts of the UW System. To this end, the structure should be evaluated after a sufficient period of time in order to allow the integrated extension function to become an inherent part of the role of UW institutional faculty/staff in departments, schools, and colleges.

The Board of Regents Study Group reaffirms the importance of the extension function in the future mission of the UW System and its commitment to extending the research and knowledge resources of the University to all parts of the state. To strengthen the statewide extension function, the Board of Regents:

1. Calls on the State of Wisconsin to continue its traditional support of the Wisconsin Idea, recognizing that access to continuing education and lifelong learning opportunities for all Wisconsin citizens is essential to help the state's people and communities meet the changes and challenges into the 21st Century.

2. Calls on the federal government to maintain its historical commitment to the county/state/federal partnership which created, and continues, the success of the Cooperative Extension Service.

3. Invites the City of Milwaukee and its business community to share in the development of a new downtown continuing education center for extension programming in the state's largest city.

4. Supports an expanded role of UW-Extension and all UW institutions in the economic development of Wisconsin.

Resolution SG 14:
(continued)

5. Directs UW-Extension to coordinate programs and allocate resources for the UW System extension function according to the priority plans of General Extension and Cooperative Extension, thereby assuring access to extension programs for all Wisconsin citizens, urban and rural, throughout the state. Within the framework of the seven criteria identified in the 1982 Board of Regent policy and ACIS-5 (IV-D), the implementation of mandated state or federal budget reductions will give special consideration to programmatic priorities and the integrity of continuing programs at the university and in the counties.

6. Directs UW-Extension to promote UW institutional involvement in public policy education and applied research in the areas of economic development, social issues, environmental concerns, and others where the UW System has the resources to apply to citizen concerns.

7. Encourages the UW-Extension to assure non-duplication of effort with VTAE activities throughout the state.

8. Resolves to review and evaluate the achievement of these goals in 1992.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 15:

Policy Implementation: It is the goal of the UW System to implement fully all System policies covering equal educational and employment opportunities. Implementation of policies will annually be reported by the president to the Board. The policies are: Equal Opportunities in Education Policy, Equal Employment Opportunity Policies, Sexual Harassment Policy Statement and Implementation and Implementing Recommendations from the Final Report of the Board of Regents Task Force on the Status of Women. The following actions will be taken to facilitate progress toward the goal:

1. In order to heighten awareness of policy requirements, all policy documents will be widely distributed, presented, reviewed and discussed with administrators, faculty, academic staff, classified staff and students throughout the UW System.

2. A data bank will be developed to provide the information necessary for monitoring and reporting on progress toward policy implementation.

3. Chancellors will submit to the president a process for evaluating institutional administrators on their attention to and support of affirmative action as called for in Equal Employment Opportunity Policies--basic requirements.

4. A review of progress made toward the achievement of affirmative action goals and the implementation of System policies will become a part of the chancellors annual evaluation process.

5. Special attention will be paid to women who are at risk economically and hence educationally, to increase their opportunities for educational achievement and economic self-sufficiency through the implementation of the Equal Opportunities in Education Policy.

Faculty: Given the underrepresentation of women among the faculties of UW System institutions and the anticipated opportunities to hire in the next decade,

A. It is the long range goal of the UW System to achieve full representation of women among institutional faculties by the year 2000, relative to their availability and the opportunities to hire.

B. It is the intermediate goal that the percentage of women faculty in UW institutions equal at least the mid-point of the percentages of women faculty in their peer institutions.

C. It is an immediate goal of the UW System to place particular emphasis on recruiting and hiring women faculty in those areas or disciplines where underrepresentation is the greatest.

Resolution SG 15: (continued)

D. It is an immediate goal of the UW System that the promotion and retention rates of women faculty will equal those of male faculty relative to the promotable pool of male and female faculty.

The following actions will be taken to facilitate progress toward these goals:

1. The Office of Women and Equal Opportunity Programs jointly with the Undergraduate Teaching Improvement Council will sponsor conferences covering System Equal Employment Opportunity Policy issues dealing with faculty. The conferences will also address concerns identified by faculty in the System including equity in research funding, and sexism in the classroom.

2. The promotion and retention of faculty women will be closely monitored in order to recognize any possible discriminatory factors needing corrective action.

3. UW System faculties shall appoint faculty committees on affirmative action in faculty employment to address barriers to the retention and promotion of women and to devise a long-term plan for their full participation. Mentoring programs for women in tenure-track faculty positions should be devised through these committees.

Administrators: It is the goal of the UW System to utilize fully every opportunity to increase the number of women in upper-level administrative positions. The following actions, articulated in the task force report on the status of women, will facilitate progress toward the goal:

1. The president, in consultation with the chancellors, will assure that good faith efforts are made to search for women candidates for senior-level administrative positions.

2. Funds will be made available to expand the System affirmative-action administrative-intern program to accommodate a larger number of interns.

Academic Staff: It is the goal of the UW System to assure salary equity and equitable conditions of employment for women in academic staff positions. To achieve this goal:

1. The UW System will insure that the Academic Staff Title and Compensation Plan is implemented to provide salary equity for women in academic staff positions. The UW System Office of Women will annually review academic staff salaries for salary equity. If inequities are identified the plan will be adjusted to correct the discrepancies.

Resolution SG 15: (continued)

2. The UW System will cooperate with State officials in administering the comparable worth plan.

3. The UW System Office of Women will gather appropriate data on academic staff women to monitor and to report on questions of equity in all conditions of employment including job security.

4. Recommendations on academic staff women contained in the Regents' 1981 Task Force Report on the Status of Women will be reviewed in conjunction with subsequent recommendations from the advisory committee and the 1983-85 System academic staff review papers to assure that the task force recommendations were adequately addressed. These recommendations relate to professional development opportunities, employment practices and salary equity.

Classified Staff: It is the goal of the UW System to assure that the recommendations of the Task Force on the Status of Women pertaining to classified staff training and development, position descriptions and information dissemination, class specifications and allocation patterns, alternate work patterns and fee/tuition reimbursement are fully implemented, monitored and reported to the Board.

Students. It is the goal of the UW System to substantially eliminate the underrepresentation of women student degree recipients in science and technology by the year 2000. The goal is in keeping with the System policy calling for special emphasis on increasing the distribution of women students among the varied academic and professional programs of the System. The following actions will be taken to facilitate progress toward the goal:

1. Funds will be requested in the 1987-89 biennial budget to support the implementation of two experimental programs designed to resolve the underrepresentation of women as degree recipients and faculty members in the areas of science and technology. One program will focus on the physical sciences, mathematics, computer science, physics and chemistry and the other on engineering and technology. The programs will be aimed at minority and majority female high school students.

2. A longitudinal study to evaluate the programs will be developed jointly by the UW System Office of Women and the institutions.

UW System Internal Management
Board of Regents policies and procedures

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 16:

The effective management of a university system as large and complex as the University of Wisconsin System requires conscious and continuing effort and teamwork. The Board of Regents is committed to supporting effective cost and academic management through its President and Chancellors. To accomplish this and keep the UW System competitive with peers, the UW System must do more with less and must have management flexibility to fulfill its mission effectively. The Board recognizes that the request for management flexibility from the state to the UW System must be accompanied by means of assuring accountability. First and foremost of these means is to institute a formal evaluation system for the chief administrators of the System and its institutions.

To enhance the internal management of the UW System, the following are recommended:

1. There shall be an annual evaluation of the President conducted by the UW System Board of Regents. Annually, the President will prepare a statement of goals for the upcoming year and an evaluation of the past year's efforts. This information will be given to the Board and will become a matter of public record. The board will meet in closed session with the President for confidential discussions to review this information and to discuss ways to improve administrative performance.

2. There shall be an annual evaluation of Chancellors conducted by the President of the UW System. Annually, each Chancellor will prepare a statement of goals for the upcoming year and an evaluation of the past year's efforts. This information will be given to the President, will be shared with the Board, and will become a matter of public record. The President will meet with each Chancellor for confidential discussions to review this information and to discuss ways to improve administrative performance.

3. A Board of Regents handbook shall be developed to assist new Board members in their orientation to the UW System and to Board authority and responsibilities, and to serve as a reference for existing Board members. Included in the handbook would be information on Board of Regents legal responsibilities and authorities, structure of UW System and institutional governance, a code of ethics, and such other matters as may be useful.

The Status of Minorities as Students and Faculty in the University of Wisconsin System

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 17: Minority Student Recommendations

The Board acknowledges that minority pre-college, recruiting and retention programs have prevented more extensive erosion of minority enrollment in the UW System. We commend the people working in these programs and ask each chancellor to ensure that the entire university become involved in providing educational opportunity for minority students. Each chancellor will include in his/her annual Goals Statement plans for improving the status of minority faculty and students, and the President will discuss these goals with the chancellors during their annual evaluation. We also acknowledge that new programs established for 1986-87 such as the Undergraduate Minority Retention Grant Program, Pre-college Programs, the Minority Information Center, and others are too recent to significantly affect enrollment statistics.

The Board reaffirms the minority enrollment and graduation goals established in 1983, while recognizing that these goals do not address the academic preparation of students nor their aspirations. Therefore, it is essential that the University assist the schools in attacking the problem of K-12 education of minority students. It is especially important that the major task of enlarging the pool of minority students prepared for college be recognized and addressed. New foci for minority programs will be developed to stress long-term goals and objectives for under-represented minority students. UW System institutions will be expected to strengthen fiscally pre-college efforts and to focus their institutional programs on Black, Hispanic and Native American students. In focusing their efforts, the institutions should take care to include Southeast Asian refugees who need the services of support programs. The college parallel programs in the VTAE System should also be seen as a potential source of minority student enrollment and additional joint efforts should be initiated to encourage these students to transfer to the UWS.

1. A pilot freshman tuition award program should be created for under-represented minority students at five high schools that enroll large numbers of Black, Hispanic or Native American students. Planning for this program will start immediately with the first awards to students for Fall, 1988. This phased-in program would provide tuition awards for the freshman year for students who graduate from these five high schools and who meet increasingly higher standards of academic preparation and grade point average. As part of this new program we would ask the business community to match our effort by providing summer employment to students at these five high schools who are working to meet the requirements of the freshman tuition award program.

2. Using the UWS/DPI Joint Report as a guide, increased funding for pre-college programming will be sought.

Resolution SG 17: (continued)

3. The UW System Minority Information Center will be enlarged and a satellite office established in the northern Wisconsin area in order to reach non-urban Native Americans.

4. A consortium of universities will develop special programming designed to bring rural Native American students into the UW System.

5. The UW System Administration jointly with the Department of Public Instruction should review progress on the recommendations of the Joint Report, "The Education of Minorities in Wisconsin" and report to the Board further efforts needed to implement these recommendations. As a follow-up to this report the President of the UW System and the State Superintendent of Public Instruction should convene a study group consisting of representatives of the UW System, the Department of Public Instruction, the VTAE System, the private colleges and universities, business and community leaders, and other interested citizens to provide a plan for state-wide goals and programs for the enrollment, retention and graduation of under-represented minorities.

6. In order to improve the retention and graduation of under-represented minority students, several successful demonstration retention projects should be replicated elsewhere in the System.

   A. Through a competitive grant process the Minority Business Program at UW-Whitewater will be replicated at several institutions.

   B. The Minority Education Program will be enlarged and replicated. It should include cooperative efforts with the Department of Public Instruction, the Urban School Superintendents, and the schools to increase the number of minority teachers in Wisconsin schools. Summer employment, special workshops, guaranteed teaching positions, and other collaborative efforts should be part of the total project.

7. UW System Administration will establish a staff position for systematic follow-up on the evaluations of minority student programs. This person will work with institutions to establish a uniform, systematic data gathering process to measure the success of minority programs and to document the effectiveness of programmatic interventions. This person will work with institutions to coordinate institutional plans with System goals and objectives, and to assist the universities in implementing the institutional level recommendations of the national consultant.

Resolution SG 17: (continued)

Minority Faculty and Staff Recommendations

The UW System will work with the institutions in developing faculty and staff employment goals for under-represented minorities and will establish special recruitment and retention programs. These goals will reflect the appropriate pool of available Ph.D. graduates by ethnicity and race and will include a planned increase in the number of Black, Hispanic and Native American faculty. Each UW institution will develop goals consistent with the System goals. In no case shall these goals be inconsistent with the U.S. Department of Labor standards. To assist in reaching these goals the following programs will be created:

1. A Minority graduate incentive program will be established as a grow-your-own program for minority faculty in the System. The plan will require additional funding in order to focus dollars on under-represented minority doctoral students who have an interest in college teaching. Incentives will be provided to UW System graduates who remain within the UW System to teach.

2. A faculty retention project will be developed that will include a faculty mentor program whereby junior minority faculty members have the option to work with a senior faculty member; on a carefully selected basis pre-tenure Hispanic, Black, and Native American faculty will be provided released time and stipends to develop and complete research projects.

3. A UW Systemwide Institute for Race and Ethnic Studies will be created at one of the UW institutions. The institute will include positions for research faculty.

4. Each institution will establish a faculty and staff committee on affirmative action for minority faculty and staff. The committee will address issues of recruiting, evaluation and promotion and seek innovative and creative methods of improving the institution's record of employing and retaining under-represented minorities.

5. The President will convene a conference of under-represented minority faculty. This group shall make recommendations to the President on minority student and faculty needs.

6. The President will appoint a Systemwide study group on the status of minority faculty and staff to advise him on ways to improve the position of minorities in the UW System.

The University of Wisconsin System Administration will include as part of their budget planning for 1987-89 a budget request to cover new costs associated with these initiatives.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 18: The UW System Board of Regents recognizes that changing student demographics and pressing social and economic trends demand special attention to finding creative ways of implementing the Board of Regent's Child Care Policy. The policy reads: "As an alternative to community child care when it does not meet the needs of the institution/unit, each university should set a goal of seeing that top quality, low cost child care and extended child care services, preferably campus based, are available to the children of students, faculty and staff."

To this end, it is recommended that:

1. Each institution shall work wherever possible with community groups, including cooperative organizations, to provide quality, low-cost child care services to students, faculty and staff.

2. Where community child care does not meet the needs of an institution/unit, the institution should find reliable sources of funding to maintain current child care commitments and move toward meeting additional documented needs. Suggested ways include:
   a. Utilizing nonallocatable Segregated University Fee (SUF) funding for services to students.
   b. Requiring a three-year budget review under the allocatable portion of SUF comparable to that required for athletics.
   c. Having academic departments using child care centers as educational sites assume education-related costs.
   d. Permitting support service requirements for child care centers to be integrated into larger institutional operations in order to achieve economies of scale in equipment, service and supply purchases.

3. All institutions shall, where legally permissible, include child care costs in determining student financial aid packages.

4. All institutions shall conduct periodically a needs assessment of child care services with the findings reported through the Equal Opportunities in Education Policy reporting process.

5. Child care allocations derived from SUF funds shall be identified separately in the annual auxiliary budget review process.

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 19: A Systemwide policy and guidelines related to Section 504 of the Rehabilitation Act of 1973, as amended (P.L. 93-112, P.L. 93-516), should be developed for the UW System by a System working group consisting of administrators, faculty/staff, students and coordinators of services for disabled students. The guidelines should address the following:

1. Development of definitions and standardized procedures to assist institutions in meeting the requirements of Section 504.

2. Development of standards for providing reasonable accommodations for UW students with disabilities. These standards shall:
   a. acknowledge that disabled students are competent individuals capable of meeting the same academic requirements as non-disabled students; and
   b. take into account the necessity to provide accommodations for disabled students on an individual basis.

3. Development of a uniform policy on institutional responsibility when students who are not served by Wisconsin's Division of Vocational Rehabilitation programs require specialized services.

4. Identification of a funding procedure that responds to the steadily increasing demand for services by students with disabilities and the current dependence of such services on unstable funding sources.

Improving the Capability of Management Information Systems

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 20

The UW System Board of Regents recognizes the need for high quality and timely information to support the planning, management, and operational responsibilities of the University of Wisconsin System. Further, in light of the continuing increases in management needs for information and the availability of new technology, it is important that current systems be re-evaluated to assure that the required information is available and produced in a timely and efficient manner. In order to achieve these goals, it is recommended:

1. that the University of Wisconsin System develop a coordinated approach to management information systems based on the principles in the discussion paper.

2. that in order to achieve this goal, the President of the UW System appoint an MIS Strategic Planning Group charged with development of a plan which includes strategic assessment of the MIS environment, identification of strategies for change, including movement toward maximum compatibility, an implementation and funding timetable, reporting to the Board of Regents at six month intervals, and creation of management structures for future MIS organization and planning.

3. that a technical working group be appointed by the President to evaluate alternative database management and application development strategies and provide other technical assistance to the strategic planning group.

4. that a systemwide exchange of information be developed to promote sharing of software, strategies, techniques, and systems for MIS applications and development.

5. that System Administration review and approve all major MIS development projects and hardware system acquisitions involving substantial long-term resource commitments.

6. that given the importance of coordinating the overall process and direction of MIS activity while the planning process is underway, the exchange of information (Recommendation 4) and the System Administration and Strategic Planning Group review processes (Recommendations 2 and 5) should be implemented immediately.

Joint UWS-VTAE Task Force

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 21: The Board of Regents recognizes that the UW System in meeting its many and varied responsibilities must actively seek to coordinate its efforts with those of other public institutions. Cooperation with various agencies has helped to enhance citizen access to the resources of higher education and to maximize the financial investments made by the state in the UW System.

To encourage cooperation and coordination, the Study Group finds that relations between the UW System and other institutions should be examined periodically. These studies can foster a mutual understanding of the purposes for distinct responsibilities assigned to public agencies and where applicable, the need to program jointly in the pursuit of common goals. By pursuing cooperative interests, public agencies can more efficiently and effectively invest the resources entrusted to them and offer an array of programs and services which contribute directly to the well-being of the state and its citizens.

Consistent with this recognition, the Study Group finds that a review of relations between the UW System and the Vocational, Technical and Adult Education (VTAE) System is in order. The Study Group recommends that a joint UWS-VTAE task force review of non-credit instruction be undertaken to examine common responsibilities and interests and the manner best suited to foster cooperation and coordination in these areas. To structure and focus the task force review, the Study Group recommends the following criteria:

1. The review should be limited to non-credit instruction in the three major program areas common to both systems: Agriculture/Ag Business, Home Economics, and Business.

2. The review should include the missions assigned each institution in these program areas with current program and program planning efforts as major parts of the study.

3. The review should include an analysis of the charge and effectiveness of the UWS-VTAE Joint Administrative Committee on Continuing Education (JACCE).

4. In those instances where program planning and coordination have led to common understandings, the review should analyze the components which led to successful coordination.

5. In those instances where the task force may find duplication or a lack of coordination, the review should analyze the factors which led to inadequate cooperation and understanding between the systems.

Resolution SG 21: (continued)

6. Task force conclusions and recommendations should identify the means for improving program coordination and cooperation with clearly stated expectations that the recommendations will be implemented by the respective institutions.

The Study Group recommends that the task force membership be composed of two Regents and two VTAE board members; the UW-Extension Chancellor and the VTAE State Director; one faculty representative each from the UW System and VTAE system; one VTAE District Director; a representative from the UW System Administration; and three citizen members selected from a pool of names submitted by each system. The task force would be co-chaired by a member of the Board of Regents and a member of the VTAE Board. The task force review should begin no later than January 1, 1987 and its report completed one year later for presentation to each system's board.

The UW System and the VTAE System are also urged to examine the potential duplication of college credit programming and to identify the means to avoid such duplication.

Revenue for Quality Improvement

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 22:

1. The University System should continue its strong commitment to keeping tuition within reach of Wisconsin residents.

2. To assist in this goal, increased state financial aid support for needy students is recommended. Low income students should be assisted with the burden of increased tuition.

3. The enrollment management strategy is an important component of the effort to increase quality. Savings effected by attracting students to centers and campuses with available capacity and by decreasing enrollments will contribute to the quality improvement package.

4. In developing future biennial budgets, UW System Administration shall be guided by the following parameters:

   A. Undergraduate resident tuition rates at the Doctoral Universities shall be uniform and no higher than the midpoint of public universities in the Big Ten.

   B. Tuition for the Comprehensive Universities and the UW Centers shall be set at appropriate percentages of the Doctoral Universities' tuition in each year.

   C. Beyond the revenue generated by tuition adjustments phased in over a four-year period, as enumerated under a. and b. above, the UW System's goal shall be to achieve national average levels of support per student through a combination of GPR requests and enrollment adjustments by the end of the next biennium.

5. In addition to tuition increases and UW System contributions through enrollment management and other selected efficiencies, a real increase in GPR appropriations is necessary, beyond the average national increase for 4-year institutions, to close the gap in per-student appropriations. It is the intent of the Board of Regents that increased tuition revenue be used to remedy the under-funding of instruction and instruction-related programs in the UW System and not to reduce GPR appropriations.

6. This approach to tuition policy and funding the instructional mission should be reviewed every 2 years in July prior to biennial budget review. Successful management toward access and quality goals involves complex interaction among three continuously changing variables: state GPR support in Wisconsin compared to changes in national averages, other institutions' tuition changes, and enrollment changes.

UW System Management Flexibility

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 23: The Board of Regents is committed to the effective management of the University of Wisconsin System. The Board strongly supports the Governor's decision to appoint a task force to examine how best to provide additional management flexibility to the university in several areas. The task force will deal with one of the most important problems now facing the university system. As the University of Wisconsin System attempts to meet the challenges of maintaining high student access and high educational quality with limited resources, the Board of Regents is prepared to assume greater administrative responsibility and recognizes a concomitant responsibility to assure accountability to the state and legislature.

Use of the American College Test (ACT) as a Condition of Admission to the UW System

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 24: The UW System admissions policy shall provide that the American College Test (ACT) is to be required of all freshmen entering a campus of the University of Wisconsin System effective in fall, 1989.

It is the intent of the regents that:

1. Institutions themselves will determine how the ACT is to be used.
2. In no situation can the ACT be the sole criterion for admission.
3. Non-resident student applicants will be permitted to submit SAT scores in lieu of results from the ACT.

Any institution may waive the admission test requirement for freshmen applicants who require special and unique exemption. An annual report of the number and types of exemptions granted will be provided to System Administration and distributed to the Board of Regents.

Approval of Final Report

REGENT STUDY GROUP ON THE FUTURE OF THE UW SYSTEM

Resolution SG 25: Planning the Future, incorporating changes resulting from the hearing on November 5, 1986, and other reviews, is approved as the Final Report of the Regent Study Group on the Future of the University of Wisconsin System and shall be transmitted to the Board of Regents for its action in December 1986.